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ABSTRACT

This study was undertaken to determine if variations in the quality of vocational education offered in prisons, and the skill level developed by participants in these programs, are related to the inmates' post-release adjustment. It proved difficult to execute the study as designed, and the collected data were neither as numerous nor as complete as originally planned. Although it was possible to identify several variables that predict a former inmate's life satisfaction and encounters with the law, the evidence did not clearly demonstrate that particular aspects of a prison vocational education program have an effect on the post-release experiences of former inmates. The generally negative findings in this study do not suggest that vocational training in prison is ineffective. Rather, they indicate that we do not know what features of the training make it more or less effective. (Appendixes contain [1] a description of the seven correctional institutions, [2] instruments used in the study, [3] summary of inmate follow-up field experiences, [4] institutional data, participant data, reliabilities and intercorrelations, and discriminant analyses, and [5] profiles of the seven correctional institutions. (Author/CSS)

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Final Report

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THE QUALITY AND RESULTS OF VOCATIONAL EDUCATION BY CORRECTIONAL INSTITUTIONS

by

William Rabinowitz, Project Director
Morgan V. Lewis and Dennis L. Seaman

Institute for Policy Research and Evaluation
The Pennsylvania State University
University Park, Pennsylvania 16802

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ABSTRACT

This study was undertaken to determine if variations in the quality of vocational education offered in prisons, and the skill level developed by participants in these programs, are related to the inmates' post-release adjustment. It proved difficult to execute the study as designed, and the data collected were neither as numerous nor as complete as originally planned. Although it was possible to identify several variables that predict a former inmate's life satisfaction and encounters with the law, the evidence did not clearly demonstrate that particular aspects of a prison vocational education program have an effect on the post-release experiences of former inmates. The generally negative findings in this study do not suggest that vocational training in prison is ineffective. Rather, they indicate that we do not know what features of the training make it more or less effective.

Preface

Research on the effects of rehabilitation programs in prison have generally yielded negative results. There are today almost no reliable established relationships between specific types of within-prison treatments and specific types of post-release outcomes. As a consequence, many individuals have drawn the simplistic and unwarranted conclusion that "nothing works."

A conspicuous exception to the assertion that nothing works is vocational training. The evidence suggests that, for younger offenders, participation in a vocational education program while in prison improves the participant's chances of successfully adjusting to the outside world following release.

Although vocational education appears, in general, to be an effective approach to rehabilitation in prison, there is no clear evidence linking the quality of programs and the skill developed by participants to post-release success. This study was undertaken in an effort to obtain this evidence. Specifically, the study was designed to see if variables in the vocational training offered in prisons could predict the former inmate's post-release adjustment.

The study proved extremely difficult to carry out as planned, and a number of modifications in the original design were necessary. Notwithstanding these modifications, the number of subjects was smaller than anticipated and there were many significant gaps in the data collected. Interviewing the subjects after their release from prison proved especially difficult. As a result of these problems, the data available for analysis did not provide the most adequate test of a relationship between prison experience and post-release adjustment.

Although it was possible to identify several variables that predicted a former inmate's life satisfaction and encounters with the law, the evidence did not clearly demonstrate that particular aspects of a prison vocational training program have an effect on other post-release experiences of former inmates. The generally negative findings in this study do not, of course, suggest that vocational programs in prison are ineffective. Rather, they indicate that we still do not know what features of a program make it relatively more or less effective.

In carrying out this study the cooperation of many individuals and agencies was essential. The financial support of the United States Department of Health, Education, and Welfare is deeply appreciated. The willingness of administrative and staff personnel in the participating prisons to allow their institutions to serve as research settings is commendable. The greatest contribution, however, came from the inmates who agreed to serve as subjects, especially those who made themselves available for the post-release

interview. The excellent services of Total Research Corporation in conducting these interviews were of vital importance to the study.

Morgan Lewis, although listed as a second author of this report, was the individual responsible for the basic design of the project. He also directed its day-to-day operation until January 1978. William Rabinowitz subsequently took over as director of the project and, assisted by Dennis Seamen, the study was concluded under his direction. All three authors contributed to the writing of this report.

Others in addition to those listed on the title page assisted in executing the study and preparing this report. The participating institutions were visited by Edward T. Jacobs and M. Eloise Murray and their ratings became an important source of data. Keypunching was effectively carried out by Lillian Brewer. The assistance of the entire secretarial staff of the Institute in typing the various revisions of the manuscripts is acknowledged with thanks.

December 1978

William Rabinowitz
Morgan V. Lewis*
Dennis L. Seaman

*Now at the National Center for Research on Vocational Education, The Ohio State University.

TABLE OF CONTENTS

	Page
ABSTRACT	i
PREFACE	ii
LIST OF TABLES	vi
CHAPTER 1 THE PROBLEM	1
The Present Study	3
CHAPTER 2 CONDUCTING THE STUDY	6
General Plan	6
Selection of Institutions	7
Institution 1	8
Institution 2	8
Institution 3	8
Institution 4	9
Institution 5	9
Institution 6	9
Institution 8	9
Selection of Participants	10
CHAPTER 3 THE INMATE PARTICIPANTS	13
Personal/Physical Characteristics	13
Education-Related Characteristics	13
Occupational Characteristics	14
Prison History: General Characteristics	14
Prison History: Educational Characteristics	15
Summary	15
CHAPTER 4 INSTITUTIONS AND PROGRAMS	19
Institutional Visits	19
Questionnaire Measures	26
Correctional Institutions Environment Scale (CIES)	28
Institutional Climate Questionnaire (ICQ)	33
A Quality of Education Index	41
CHAPTER 5 FOLLOW-UP OF THE PARTICIPANTS	42
The Follow-up Interview	42
Comparison of Interviewed and Not Interviewed Subjects	44
Post-Release Data on Interviewed Participants	47
Life Satisfaction Scale (LSS)	49
Law Encounter Severity Scale (LESS)	49
Environmental Deprivation Scale (EDS)	51

TABLE OF CONTENTS (Continued)

	Page
Prediction of Various Post-Release Measures	53
Regression Analyses	55
Discrminant Analyses	55
CHAPTER 6 SUMMARY AND DISCUSSION	65
REFERENCES	63
APPENDIX A DESCRIPTION OF INSTITUTIONS	64
APPENDIX B INSTRUMENTS	77
APPENDIX C SUMMARY OF INMATE FOLLOW-UP FIELD EXPERIENCES	140
APPENDIX D ADDITIONAL DATA TABLES	168
Institutional Data	169
Participant Data	196
Reliabilities and Intercorrelations	218
Discriminant Analyses	234
APPENDIX E PROFILES OF INSTITUTIONS	236

LIST OF TABLES

		Page
TABLE 2.1	DATA COLLECTED FROM INMATES	12
TABLE 3.1	INMATE CHARACTERISTICS	17
TABLE 4.1	SUMMARY RATINGS OF PROGRAMS AT PARTICIPATING INSTITUTIONS	23
TABLE 4.2	RELIABILITIES AND INTERCORRELATIONS AMONG PROGRAM AND EXPECTED SKILL LEVEL RATINGS	24
TABLE 4.3	MEANS AND RANKS FOR INSTITUTIONS ON THE OVERALL PROGRAM AND EXPECTED SKILL LEVEL RATINGS	25
TABLE 4.4	NUMBER OF QUESTIONNAIRE RESPONSES RECEIVED FROM EACH INSTITUTION BY CATEGORY OF RESPONDENT . . .	27
TABLE 4.5	SUBSCALES OF THE CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE (CIES)	29
TABLE 4.6	MEAN ADJUSTED SUBSCALE SCORES FOR THE CIES FOR STAFF AND RESIDENTS AT EACH INSTITUTION	30
TABLE 4.7	ANALYSIS OF VARIANCE FOR STAFF AND RESIDENTS AT SEVEN INSTITUTIONS ON NINE CIES SUBSCALES	32
TABLE 4.8	SUMMARY OF RESULTS OF TESTS OF SINGLE MAIN EFFECTS ON CIES	34
TABLE 4.9	MEAN COMMUNITY TENURE SUBSCALE SCORES FOR STAFF AND RESPONDENTS AT EACH INSTITUTION	35
TABLE 4.10	ANALYSIS OF VARIANCE FOR STAFF AND RESIDENTS AT SEVEN INSTITUTIONS ON THE COMMUNITY TENURE SUB-SCALE	35
TABLE 4.11	SUBSCALES OF THE INSTITUTIONAL CLIMATE QUESTION-NAIRE (ICQ)	37
TABLE 4.12	MEAN ADJUSTED SUBSCALE SCORES FOR THE ICQ FOR STAFF AND RESPONDENTS AT EACH INSTITUTION	38
TABLE 4.13	ANALYSIS OF VARIANCE FOR STAFF AND RESIDENTS AT SEVEN INSTITUTIONS ON THREE ICQ SUBSCALES	39
TABLE 4.14	RANK ORDER INTERCORRELATIONS OF MEASURES OF QUALITY OF EDUCATION (QED)	40
TABLE 5.1	MEAN VALUES OF INTERVIEWED AND NOT INTERVIEWED SUBJECTS ON SEVERAL CHARACTERISTICS	45

LIST OF TABLES (Continued)

		Page
TABLE 5.2	MEAN RATINGS GIVEN BY INSTRUCTORS TO INTERVIEWED AND NOT INTERVIEWED SUBJECTS	46
TABLE 5.3	MEAN RATINGS OF 23 ITEMS ON THE LIFE SATISFACTION SCALE (LSS)	50
TABLE 5.4	PERCENTAGE OF PARTICIPANTS EXPERIENCING SUPPORT AND DEPRIVATION ON THE STEMS OF THE ENVIRONMENTAL DEPRIVATION SCALE (EDS)	52
TABLE 5.5	MULTIPLE REGRESSION ANALYSIS OF PREDICTORS OF THE LIFE SATISFACTION SCALE	56
TABLE 5.6	MULTIPLE REGRESSION ANALYSIS OF PREDICTORS OF THE LAW ENCOUNTER SEVERITY SCALE	57
TABLE B.1	ICQ SCORING KEY	138
TABLE B.2	STANDARDIZED INSTRUMENTS EMPLOYED IN THE STUDY .	139
TABLE D.1	INSTITUTIONAL BACKGROUND DATA AND NUMBER OF PARTICIPANTS FROM EACH INSTITUTION	169
TABLE D.2	EVALUATION OF TRAINING PROGRAM: ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS	170
TABLE D.3	CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE: ANALYSIS OF VARIANCE BETWEEN GROUPS IN A GIVEN INSTITUTION	171
TABLE D.4	CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE: ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN GROUP	172
TABLE D.5	CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE (ADJUSTED MEANS): ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN GROUP	173
TABLE D.6	CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE (ADJUSTED MEANS): ANALYSIS OF VARIANCE BETWEEN GROUPS IN A GIVEN INSTITUTION	174
TABLE D.7	CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE: STAFF FOLLOW-UP ANALYSES OF VARIANCE BETWEEN INSTITUTIONS ON A GIVEN SUBSCALE	175
TABLE D.8	CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE: RESIDENTS FOLLOW-UP ANALYSES OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN SUBSCALE	176

LIST OF TABLES (continued)

		Page
TABLE D.9	CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE: GROUP MEANS	177
TABLE D.10	COMMUNITY TENURE SCALE: ANALYSIS OF VARIANCE BETWEEN GROUPS IN A GIVEN INSTITUTION	186
TABLE D.11	COMMUNITY TENURE SCALE: ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN GROUP	187
TABLE D.12	COMMUNITY TENURE SCALE: MEAN SCORES	188
TABLE D.13	INSTITUTIONAL CLIMATE SCALE: ANALYSIS OF VARIANCE BETWEEN RESPONDENT GROUPS IN A GIVEN INSTITUTION	189
TABLE D.14	INSTITUTIONAL CLIMATE SCALE: ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN RESPONDENT GROUP	190
TABLE D.15	INSTITUTIONAL CLIMATE SCALE (ADJUSTED MEANS): ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN GROUP	191
TABLE D.16	INSTITUTIONAL CLIMATE SCALE (ADJUSTED MEANS): ANALYSIS OF VARIANCE BETWEEN GROUPS IN A GIVEN INSTITUTION	192
TABLE D.17	INSTITUTIONAL CLIMATE SCALE: GROUP MEANS	193
TABLE D.18	PARTICIPANT DATA: INTERVIEWED VS. NOT-INTERVIEWED	196
TABLE D.19	NUMBER OF COMPLETED INTERVIEWS AND INCOMPLETED INTERVIEWS BY INSTITUTION	200
TABLE D.20	PARTICIPANT DATA: INTERVIEWED-ONLY	201
TABLE D.21	EVALUATION OF TRAINING PROGRAMS (ETP): RELIABILITY AND SCALE INTERCORRELATIONS	218
TABLE D.22	INSTITUTIONAL CLIMATE SCALE: RELIABILITY	219
TABLE D.23	INTERCORRELATION OF CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE (CIES) SUBSCALES WITH INSTITUTIONAL CLIMATE QUESTIONNAIRE (IC) SUBSCALES	220
TABLE D.24	INTERCORRELATION OF INSTITUTIONAL INDICES: CLIMATE, QUALITY OF VOC. ED. PROGRAMS, SIZE OF VOC. ED. PROGRAM, AND EXPECTED POST-RELEASE SUCCESS OF RESIDENTS	221

LIST OF TABLES (continued)

Page

TABLE D.25 QUALITY OF EDUCATION INDICIES: INTERCORRELATION . . 222

TABLE D.26 LEVEL OF PROFICIENCY INDICIES: INTERCORRELATION . . 223

TABLE D.27 POST-RELEASE SUCCESS INDICES: INTERCORRELATION . . 224

TABLE D.28 INTERNAL CONSISTENCY ESTIMATE OF THE INSTRUCTOR EVALUATION FORM 225

TABLE D.29 LIFE SATISFACTION SCALE FACTOR ANALYSIS 226

TABLE D.30 SUPERVISOR QUESTIONNAIRE: INTERNAL CONSISTENCY . . 227

TABLE D.31 INTERCORRELATION OF JOB RELATEDNESS INDICES: RATER (PROJECT STAFF) VS. RESPONDENT 228

TABLE D.32 INTERNAL CONSISTENCY ESTIMATE OF ENVIRONMENTAL DEPRIVATION SCALE 229

TABLE D.33 INTERCORRELATION OF SELECTED ITEMS FROM THE INSTRUCTOR EVALUATION FORM, FOLLOW-UP INTERVIEW QUESTIONNAIRE 230

TABLE D.34 INTERCORRELATION OF INSTRUCTOR EVALUATION FORM ITEMS WITH SUPERVISOR QUESTIONNAIRE ITEMS (Range of n = 7 to 13) 231

TABLE D.35 INTERCORRELATION OF SELECTED ITEMS FROM PAROLE OFFICER QUESTIONNAIRE WITH FOLLOW-UP INTERVIEW ITEMS 232

TABLE D.36 DISCRIMINANT ANALYSIS OF PREDICTORS OF THE RELATIONSHIP OF JOB HELD TO VOCATIONAL EDUCATION PROGRAM IN PRISON 233

TABLE D.37 DISCRIMINANT ANALYSIS OF PREDICTORS OF THE RELATIONSHIP OF JOB HELD TO JOB ASSIGNMENT IN PRISON . . . 234

CHAPTER 1

THE PROBLEM

Penology is at present a field without a clear mission. The rehabilitation approach that provided a rationale--if not a guide to actual practice--for most of the twentieth century has been found wanting. Few correctional professionals, however, are willing to admit that their sole function is to punish by denying personal freedom. There is a widespread consensus in society as a whole, as well as in corrections itself, that the time spent incarcerated should have some purpose, some goal. But what is that goal to be?

The obvious goal is to release an individual who will commit no more crimes, but how is that to be brought about? Virtually every approach known to modern social and behavioral science has been tried in one way or another, but there is little convincing evidence that any of these have consistent, predictable effects on recidivism.

The individuals who operate our nation's prisons have known for a long time that they cannot, in any real sense, rehabilitate anyone. Rehabilitation literally means to restore to a former capacity. In the medical and physical sense it means to restore to a condition of health or useful activity. In all too many cases, however, inmates have never originally acquired a positive state to which they could somehow be miraculously returned.

The typical inmate, in a statistical sense, is born into a family that lacks the resources that a child needs to develop into a capable adult. These are not just financial resources. They include resources of personal qualities, knowledge, and time. The people who populate our nation's prisons tend to come predominantly from poor families where, unfortunately, all these resources are in short supply.

Children who receive a minimum of love, time, and attention from their parents have more than the average number of difficulties in life. Prison is often the last in a series of failures in schools, in jobs, and even in crime, for successful criminals do not end up in prison. The individuals who operate our prisons are thus confronted not with the task of restoring but of creating the skills needed for functioning in society. Unfortunately, these skills have to be created in a totally artificial environment where the major emphasis is not on enhancing personal development but on maintaining security. Therefore, prisons are usually judged by the number of inmates who escape or the number of violent incidents that occur; rarely are they judged by the number of inmates who acquire new skills.

When the enormous nature of the rehabilitation task is considered, one would wonder why it was ever assigned to prisons. The answers lie in the historical development of prisons, or penitentiaries, in our society. The first prisons were literally penitentiaries--institutions where offenders were detained in silence and expected to read the Bible and meditate on the nature of their sins. The approaches that have been tried since those original institutions have varied, but the goals have remained the same. The basic goal has always been to retain the inmates, to deprive them of their personal freedom. The second, and secondary, goal has been to bring about some type of positive personal change in the inmates. The types of personal changes sought have varied with the approaches used, but society has been unwilling to accept incarceration simply for its punishment value. The time spent in prison has had to have the promise of yielding a better person--a promise that for the most part has been shown to be unfulfilled and perhaps unfulfillable.

In 1975, Lipton, Martinson, and Wilks published an exhaustive review of all the research on correctional treatment published between 1945 and 1967 that they could locate. Those that met certain specific criteria of acceptable scientific quality were examined in depth and summarized. The results were almost uniformily negative. There was little evidence that any type of correctional treatment, in or out of prison, had any effect upon behavior after the treatment ended. The one exception to this generally gloomy finding concerned vocational training for younger male offenders. Lipton, et al. (1975) summarize their findings as follows:

> There is evidence that vocationally oriented training programs for youthful offenders (over 16) both in institutions and in the community are associated with lower rates of recidivism than standard institutional care or standard parole. These programs appear to be most successful when they provide the offender with a readily marketable skill (p. 194).

This generalization did not hold for other educational programs or for adult offenders.

One of the serious weaknesses of the studies reviewed by Lipton, et al. is that there were no measures of the quality of the training the inmates received or the level of skill they attained. Most studies which have examined vocational training in prison have used training as a dichotomous variable. Inmates either received training or did not. In some cases certain minimum levels (hours) of training were required for inmates to be included in a study or data were collected on the amount of training received, measured in hours, weeks, or months of classes.

Rarely, if ever, have there been systematic attempts to relate the quality of training received and the level of skill attained to post-release experience. Obviously all vocational training is not

the same. In prison, training is sometimes conducted mainly as a make work activity--a means of keeping inmates busy. Sometimes it is a serious attempt to teach skills. Most often it is an adjunct to institutional maintenance, taught on-the-job by the tradesmen responsible for maintaining the facility.

The Present Study

This study attempted to identify good, but not exemplary, vocational programs and to relate the quality of these programs and the skill level their students attained to measures of the post-release experiences of the students. It was based on a rather simple assumption; since there is some evidence that vocational training has some effect, better evidence might yield better estimates of the extent of the effect. In other words, this study tried to determine if a better-trained former inmate has a better chance to "make it" once he[1] is released.

To test this assumption this study differed from conventional research strategies in that there was no "control" group. Traditionally when one wishes to test the effect of a particular experience, such as skill training, it is customary to compare the performance of those who have been exposed to the experience with the performance of another similar group that has not had the experience. The best way to assure that there are no systematic differences between those that have and do not have the experience is to assign individuals randomly to the two groups.

Random assignment has been conducted occasionally with studies of prison training, but such true experiments are rare. More commonly a "control" group is drawn by matching inmates who have received training with other inmates who have not had training. The matching is usually done on such characteristics as age, race, and crime for which incarcerated. The post-prison experiences of the trained and matched nontrained group are then compared. There are many difficulties with this approach, the most obvious being that the trained inmates are a selected group that simply by virtue of being selected for training are systematically different from the untrained inmates with whom they are matched. If post-release differences are found between the trained and untrained, there is always a question whether the differences reflect the effects of the training itself, or the selection procedures that lead some to be trained and others not to be.

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[1]To be nonsexist the sentence should read "he or she" but since 95 percent of all inmates are male and since 92 percent of the participants in this study were male, the simpler male reference is used.

The present study attempted to avoid the interpretation problems caused by a matched control group and to use instead a group all of whom received training. The focus was thus on relating differences in the level of skill which the inmates attained while in prison to measures of post-prison experience. Skill level attained is, of course, dependent on many factors such as the aptitude of the inmate, previous education and training, and the quality of instruction received. Consequently, an effort was made to obtain data on as many of these variables as was feasible. The intention was to measure these variables in order to obtain a clearer estimate of their effect on post-release adjustment.

For reasons described at various places in the report, this attempt was only marginally successful. The main problems involved identifying an adequate number of trained inmates, obtaining complete data on these inmates, and locating and interviewing them after they were released. The original plan for the study was to identify trained inmates who were scheduled for release during the six-month period between April and September 1977. These inmates were to be tested shortly prior to their release and then followed up after they had been out of prison for six months.

Problems were encountered at almost every stage of implementing this plan. Since the study was designed to investigate if training could have any effect, it was considered important for the inmates who were included to have reached a reasonable proficiency in the skills they studied. Defining "reasonable proficiency" proved difficult. Initially an attempt was made to use hours of instruction, but this was not feasible across institutions. Whatever definition was used, including in two institutions nominations by instructors, the target of 30 to 35 inmates from each participating institution was not reached.

Even when inmates were identified and agreed to cooperate, it often proved difficult to administer the proficiency tests. In some institutions communications were not good between the staff members responsible for processing the individuals out of the institution and the study coordinators. As a result, some participating inmates were discharged before the coordinators were informed these inmates were scheduled for release. In some cases the time period between notification of release and actual release was too short to schedule testing. When it became apparent that an insufficient number of participants were going to be obtained prior to release, the decision was made to contact inmates who had already been released to ask them to participate. No attempt was made to test the former inmates who agreed to cooperate when contacted by mail, and in some cases it was difficult to obtain complete background data on these former inmates from institutional files.

The final problem came in completing the follow-up interviews. Monetary incentives were provided for maintaining a current address on file with the study, and an additional payment was offered for

participating in the follow-up interview. Unfortunately these incentives only yielded 64 follow-up interviews, a completion rate of 55 percent.

These problems combined to yield a far smaller number of study participants than had been planned and incomplete data for many of those who participated. Consequently the statistical analyses that could be conducted on the data were limited. Some multivariate analyses were carried out, but they were based on data from a small number of participants. These analyses should be regarded as exploratory because with a large number of variables obtained from a small number of participants the opportunity for chance relationships to occur is substantially increased.

Thus, while this study was able to gather rather rich data on the quality of training that its inmate participants received, and their experiences following release, these data were not complete or numerous. It was, therefore, impossible to answer definitively the basic question the study addressed: is better training associated with better post-release adjustment? The data that were collected suggest that skill level was not related to adjustment, but this finding must be interpreted cautiously because of the technical difficulty encountered in analyzing these data.

CHAPTER 2

CONDUCTING THE STUDY

An overview of the general plan for the study was presented briefly in Chapter 1. In this chapter the steps that were taken to implement this plan are described in greater detail. As was noted in Chapter 1, the intent of the study was to collect extensive data on each participant and, through appropriate statistical control, to attempt to determine the influence of training variables on post-release adjustment. The data collected in the institution included information on the institutional emphasis on rehabilitation and information about the participants and the skill level they attained. After the inmates had been released for approximately six months, information was to be obtained from the former inmates, their parole officers and their direct supervisors on their employment status, relationships with families, new encounters with the law, and other indicators of adjustment. Obviously this was a complex and extensive set of data, and problems were encountered in attempting to assemble it. The procedures that were followed and the difficulties that arose are discussed below.

General Plan

The original plan for the study was a short-range longitudinal follow-up. Inmates in five to ten cooperating institutions who were likely to be released in the period April through September 1977 were to be identified and asked to participate. All selected inmates were to have received defined amounts of training while incarcerated. Prior to release they were to complete a standardized proficiency test in the skill in which they were trained. Information was to be abstracted from the inmates' files on personal characteristics, prior education and work experiences, arrest and incarceration records, and experiences in the institutions. In addition the instructors were to complete rating scales on the inmates' behavior in class and skill levels. Finally, institutional climate scales were to be completed by inmates and staff to measure the degree to which the institutions were seen as honestly interested in rehabilitation.

To coordinate the data collection in the institutions, study coordinators were appointed from the regular prison staff. These coordinators were paid an honorarium to compensate them for the extra work resulting from the study. They were members of the treatment staff of their institutions, usually counselors or educational staff.

Once the inmates were released from the cooperating institutions they were asked to keep a current address on file with the

project staff. As an incentive to do so, they were sent $5 a month. At the end of the six-month period they were to be contacted for a personal interview, for which they would be paid $10. Those who cooperated in the interview were asked for permission to contact their parole agents and their supervisors at their current or most recent jobs. Where permission was granted, as it usually was, these individuals were contacted and asked to provide validating information on the inmates' experiences following their release from prison. Such was the general plan but in only a few cases was it fully realized. There were innumerable problems that prevented it from being carried out as planned. The inmates proved difficult to identify and, once identified, a difficult group from which to collect complete data. The procedures used in selecting the cooperating institutions are discussed next, followed by a discussion of procedures used to select inmate participants.

Selection of Institutions

In drawing the institutions for this study, no attempt was made to select a random or representative group of correctional institutions. In line with the overall objective of the project, institutions offering the widest variety of training programs were identified. The number of programs in different skill areas, such as auto mechanics, welding, drafting, electricity, upholstery and so on, was the primary basis on which the initial selection of institutions was made.

The source used to identify the number of programs offered was a 1972 survey conducted by U.S. Bureau of the Census for the Law Enforcement Assistance Administration. A listing was provided of all state institutions in the northeastern section of the country. Maryland, Ohio, Virginia, and West Virginia were included as well as the Middle Atlantic and New England states. The listing of correctional institutions provided information on the security classification of the institution, the number of inmates, the number of instructional staff, and all occupational areas in which training was conducted.

From this listing a total of 103 state institutions was originally selected. These were all medium or minimum security institutions and all offered training in six or more occupational areas. This was supplemented with three federal institutions selected from the 1975-1976 Directory of Juvenile and Adult Correctional Departments, Institutions, Agencies and Paroling Authorities. A survey of local jails was also available through LEAA but since the typical stay of inmates in these institutions is far shorter than in state institutions, little attempt is typically made to conduct formal training programs. For this reason local jails were not included in the study.

Of the ten state institutions originally contacted, eight initially agreed to cooperate, but two subsequently withdrew. One claimed it did not have sufficient inmates who met the study criteria, and the coordinator in the second said he was unable to locate any

inmates who were willing to participate. All three federal institutions declined to participate by stating it was necessary to get clearance at the national level--clearance that was never formally denied, but also never received.

The difficulties in obtaining cooperating institutions caused one modification in the sampling criteria: a maximum security institution was substituted for one which chose not to cooperate. The initial selection had exhausted all medium and minimum security institutions with at least six training programs. The maximum security institution had one of the largest number of training programs and had the reputation in its state of conducting some of the best training.

The final sample of cooperating institutions thus consisted of seven institutions from four different states. Six of these were institutions for male offenders and one was for females. A brief description of each of the institutions, based on observations made during on-site visits, follows.[1]

Institution 1. This institution is geared toward younger offenders and conducts more training programs than any other correctional facility in its state. Its population averages almost 800 inmates. It has a large treatment staff and appears to have a genuine commitment to rehabilitation. Each inmate undergoes extensive vocational assessment and counseling before he selects the vocational program he wishes to study. The programs are housed in a large separate education building which provides ample space for most of the programs. Most of the programs have an adequate supply of fairly modern equipment and tools.

Institution 2. This facility, like Institution 1, has the largest number of correctional training programs in its state. Although it is designed primarily for younger offenders, many older inmates are also in residence. At the time of the study, it held approximately 1,500 inmates. Training is provided in a number of skills related to construction, metal working, automotive, printing, and drafting. The programs are housed in several different buildings and all have large areas for instruction. Equipment varies across skill areas from the most modern to totally obsolete machines. There appeared to be something of a morale problem among many of the teachers, for the visitors heard more complaining about the quality of the students at this institution than at other institutions.

Institution 3. This institution also is the main correctional training facility in its state. Inmates are often transferred to this institution to receive training prior to their release. It normally holds about 1,080 inmates. The training provided is the most organized of any observed in the study. It is conducted on

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[1] See Appendix A for further description of each institution.

an open entry, open exit basis. This means an inmate can start his studies at any time of the year and progress at his own rate. To provide this flexibility, instruction is organized in a series of individualized modules. Training is offered in a wider variety of skills than in any other institution in the study. In addition to the usual construction, automotive, and metal working areas, training is available in baking, barbering, cooking, electronics, and meat cutting.

Institution 4. This is a large institution and, although it is classified as medium security, it strikes the visitor as having tighter precautions than some maximum security institutions. It houses a population of approximately 650 inmates. It conducts an extensive number of training programs in the usual areas, carpentry, printing, welding, metal shop, auto mechanics, blueprint reading, and electronics, but they seem to be peripheral to the real purposes of the institution--security and prison industries. This may be because most of the classes are conducted at night and relatively few hours per week are devoted to them. The instructors and students appeared to be as involved in their work as in most institutions but the overall impression, at least one visitor received, was more of an avocational or leisure-time activity than preparation for future employment.

Institution 5. This institution, like three others described above, conducts the most extensive training of any of the correctional facilities in its state. More so than the others, however, this institution is clearly oriented to young offenders. The population is about 1,500 inmates and almost all of them take training of some type for a half day, five days a week. The indoor training is given in a small building and most of the shops in this building are quite crowded. There is also a program of instruction in driving trucks and earth moving equipment, which is conducted outdoors.

Institution 6. Training does not appear to be one of the main functions of this institution; nevertheless, some of the strongest leadership and best teaching was found here. The institution has a population of approximately 1,500 inmates. The training is conducted in a separate building which was designed specifically for the education program and to house the vocational training shops.

The institution is located far from most of the major metropolitan areas in the state. Consequently inmates often request transfers to other facilities to be closer to families and opportunities for work release. As a result they often do not complete their training, or they must remain in prison for extended periods after completion.

Institution 8. This was the only institution for female offenders in the sample. It had approximately 190 inmates at the time of the study. The population has proportionally more younger women but all ages from late teens to older women are included. To a casual observer walking the grounds, the institution looks much more like a small private school than a correctional facility. Most residents

live in private rooms not cells. The training programs concentrate on three main areas: office skills (typing, keypunching, office machine operations), dressmaking, and cosmetology. The training is conducted in a separate school building which is small and somewhat crowded but has a bright, clean appearance. Most of the training equipment is fairly modern, and consumable materials appear to be in adequate supply.

In summary, then, the institutions which cooperated in this study were usually the main correctional training facilities in each of their states. The quality of equipment they provided varied from the most modern to, in a few instances, totally obsolete machines. Their facilities ranged from bright spacious shops to small crowded ones. The attitudes of teachers reflected in a few cases an almost contagious enthusiasm and, at the other extreme, a bored discontent. Although none of these institutions offered as extensive or well-equipped programs as an average area vocational-technical school, none of them conducted sham programs either. In all but a few cases, if students honestly wanted to learn the skills required for entry-level employment, these programs could teach such skills.

Selection of Participants

As noted above, the general plan for the study was to identify inmates who had received skill training and were scheduled for release during the period April through September 1977. After they were identified, they were to take a standardized proficiency test in their area of training.

If the study were to represent a valid test of the effects of training, it was important for the inmates who participated to have achieved a reasonable level of proficiency in the skills they studied. Originally the attempt was made to operationalize "reasonable proficiency" by setting a lower limit on the number of hours of instruction the student had received. This proved unworkable because hours varied so much between institutions and the instructors' claimed hours had little relation to level of proficiency.

In some institutions the study coordinators were familiar enough with the inmates or had easy access to the files and were thus able to identify potential participants. In two institutions the coordinators had to rely on the judgments of the instructors concerning their "better" students. Where this was the case, the instructors tended to be quite restrictive in whom they considered "better." The instructors knew that the students they nominated would take a standardized proficiency test. Quite naturally, they wanted their best students to represent them on these tests. In the institutions where initial identification of potential participants was left to the instructors, few participants were obtained while the inmates were still in the institutions.

When a potential participant was identified, he was contacted by the study coordinator and asked to participate. As an incentive for participation, it was explained that the individual would receive a total of $40. This $40 consisted of six monthly payments of $5 each for keeping a current address on file with the Penn State project staff, and a final $10 payment for participating in the follow-up interview. The individuals who agreed to participate were asked to sign a participation form (see Appendix B) which listed the purpose of the study and the requests made of the participants. Table 2.1 reports the number of inmates who agreed to participate and the number and percentage for whom separate segments of the data set were collected.

After the first few months of selecting inmates in prison, it became apparent that the target number of 220 to 240 participants would not be reached. Attempts were made to secure the cooperation of additional institutions, but these were not successful. Since many inmates who had received skill training had been released from some of the cooperating institutions without ever being contacted by the study, attempts were made to secure their names and current addresses and to contact them by mail. Table 2.1 also summarizes the results of these efforts. No attempt was made to administer proficiency tests to the former inmates who agreed to cooperate when contacted by mail.

It is clear from the completion rates in the table that the data which this study produced are of a very selected sort. There was considerable nonrandom selection of the individuals who made up the study participants and much more nonrandom selection in the data that was eventually collected on these individuals. The in-prison selection tended to identify the best students and the post-release selection probably tended to identify the more cooperative former inmates. Data presented in the fifth chapter indicate that those who were interviewed were rated more favorably by their instructors on each of the scales--behavior, cooperation, work habits, skill level, and "hireability"--than those who were not interviewed.

This successive selection, first of those who agreed to participate, and second of the data eventually obtained from the participants, suggests that the data presented in this report are atypical of an average prison population. What they represent are results from relatively good students who are more cooperative than the typical inmate.

The highly selected nature of these participants may explain why little relationship was found between measures of the inmates' characteristics and training and measures of their post-release experiences. The opportunities to find relationships are enhanced when there is considerable variability in the measures that are compared, and conversely they are minimized when there is little variability. The original selection of participants and the subsequent selectivity of those who participated in the interviews tended to minimize the variability in the data available to this study.

TABLE 2.1

DATA COLLECTED FROM INMATE PARTICIPANTS

Data Element	Number	Percent of Total	Percent of I	Percent of FI
Signed Participant Form:	116	100		
Agreed to Cooperate While in Prison (I)	71	61	100	
Agreed to Cooperate: Former Inmates Asked to Participate by Mail (FI)	45	39		100
In-Prison Data:				
Data Abstracted from Inmate File				
I	71	61	100	
FI	45	39		100
Total	116	100		
Completed Proficiency Test				
I	43	37	61	
FI	0	0		0
Total	43	37		
Instructor Rating Obtained				
I	56	48	79	
FI	33	28		73
Total	89	77		
Follow-up Data:				
Follow-up Interview Completed				
I	38	33	54	
FI	26	22		58
Total	64	55		
Parole Officer Questionnaire				
I	36	31	51	
FI	18	16		40
Total	54	47		
Work Supervisor Questionnaire				
I	22	19	31	
FI	6	5		13
Total	28	24		

CHAPTER 3

THE INMATE PARTICIPANTS

Once the institutions had been selected and received clearance to take part in the study, the next task at hand required the selection of inmates to participate. The criteria for selection were discussed in Chapters 1 and 2. To reiterate briefly, the criteria included: (1) the inmate had to have participated in at least one vocational education course while incarcerated at that institution; and (2) the inmate should have been scheduled to be released during the period from April to September 1977. All inmates were initially recommended by the project's local coordinator, typically a member of the institution's educational staff. Once an inmate was selected, he was briefed on the nature of the project and his subsequent responsibilities should he decide to participate. The inmate, a volunteer, then signed a participation form allowing the project staff to acquire information from his prison file.

Initially the procedure was designed to obtain the participation of at least 220 inmates. However, by September 1977 it became obvious that this goal would not be attained. Therefore, the decision was made to contact former inmates from the participating institutions who had recently been released and had attended a vocational education course.

Personal/Physical Characteristics

The participating inmates ranged from 18 to 52 years of age. The median age was 23.22 years. The inmates were predominantly single (78%) and male (92%). Of the 22 percent who were married, 7 percent were either divorced or separated from their spouse. Among the inmates there were equal percentages of Blacks (47%) and Whites (47%), with the remaining 6 percent composed of Spanish-speaking people. Only 22 percent of the inmates were reported to have some physical handicap, e.g., previous back injury. The inmates therefore were largely in their early twenties, single, male, and relatively free of any work handicapping conditions.

Education-Related Characteristics

Sometime during the 10th grade these participants were likely to have dropped out of school. The median number of years of school completed was 9.37, however, as few as four years completed was reported by some inmates while others attended several years of college. The average intelligence test score (100.88) is comparable to that expected in the general population. The scores ranged from 72 to

127. However, since a variety of tests were employed in obtaining these scores, and the achievement scores mentioned below, they should be interpreted cautiously. Both reading and math achievement scores are relatively low compared to the reported number of school years completed, math achievement scores being about two grade levels lower than reading. The median reading achievement score was 8.50 while the median math achievement score was 6.72. These grade equivalents ranged from 2.0 to 15.6 and 2.0 to 12.9, respectively. Based on these educational characteristics the inmates as a group might be considered underachievers who probably experienced some learning difficulties in their school careers.

Occupational Characteristics

Many (43%) of the inmates held jobs prior to commitment which were classified as semi-skilled, e.g., factory or construction laborer, baker, military service, etc. However, 24 percent of the inmates were employed in unskilled positions such as parking lot attendants, busboys, and daycare workers. Another 20 percent reported having never been employed. Clearly, the bulk of the members of this sample are at best semi-skilled with an equally large number being unskilled or without significant work experience.

Of the inmates who were employed prior to incarceration, they remained on the last job held before going to prison from one week to six years. The median length of employment was about five months (20.5 weeks). The distribution of the number of weeks the inmates stayed at their job prior to commitment displays two modal values. Thus, a large number of inmates were employed for about three months prior to incarceration while an equally large number were employed for two years prior to incarceration.

Prison History: General Characteristics

The number of prior arrests of the participating inmates ranged from none to 20 with a median of 2.19. For the most part, the inmates therefore cannot be labeled as hardened criminals. The maximum length of their current sentence ranged from one year to life imprisonment. The median length of sentence was 5.12 years for an offense which was most likely to be against property (74%), e.g., burglary.

Once in prison, the inmates received an average of about two (median = 1.94) misconduct reports of which only one (median = .94) resulted in a disciplinary hearing. This may reflect the lack of seriousness of most of the reported offenses. Also, while the majority (57%) of the inmates received medium initial security classifications, with the next largest group (26%) receiving a maximum security classification, in the security classifications at the time of data collection the majority (70%) were classified as minimum, with 27 percent in the medium security group. These statistics lend further support to the observation that this sample is probably atypical of the

general prison population. These inmates were probably more cooperative and less serious offenders than would be expected from the general characteristics of the inmates in the participating institutions.

Prison History: Education Characteristics

The inmates participated in at least one (median = 1.21) vocational education course while in prison. About two-thirds of them also attended an academic course offered by the prison (median = .67). Although attendance in the vocational education courses lasted up to 98 weeks, typically courses were attended for about 24 weeks. During this time the inmates were likely to have received about 500 hours of instruction. However, one inmate received as few as 20 hours while another inmate received 3,600 hours of instruction. Therefore, while this study was interested in identifying relatively well-trained inmates for the sample, the criteria used for identifying such inmates was apparently not solely length of study within a program.

Instructor ratings of individual inmates were obtained (see Appendix B for the form used). Some of these ratings were gathered while the inmate was still a student in the instructor's course, however, a large number of ratings, at least 45, had to be obtained from an instructor who previously taught the inmate. Ratings were based on a five-step scale where "5" was the highest rating possible. Of the five ratings obtained, the inmates' behavior (median = 4.19) and cooperation (median = 4.27) were rated most favorable. Work habits and skill in the trade were seen by the instructors as being typical of vocational education students in general (mode = 3.00 in both items). The instructors further indicated that they would be highly likely to hire these students if they were in a position to do so (mode = 5.00). This final response was apparently weighted more by the inmates' participation in class than specific skills acquired.

After completion of the vocational education course, the inmates were administered an appropriate achievement test standardized on high school seniors in vocational education courses. The obtained percentile scores on these achievement tests ranged from 1 to 78. The median percentile score was only 11.75. However, these are paper and pencil tests and in view of the low reading achievement scores of the participating inmates, one cannot directly attribute the low achievement scores to a comparably low skill level of the participants, i.e., these scores were probably effected to some degree by the poor reading skills of the inmates.

Summary

The inmates composing the sample were observed to be primarily in their early twenties, single, and relatively free of any handicapping conditions. While achieving intelligence scores within the normal range, the inmates were likely to have spent less than 12 years

in school and obtained reading and math achievement scores typical of eighth and sixth grade students, respectively. Almost half of the inmates had previously held jobs which were classified as semi-skilled while an equally large number were observed in unskilled and no-prior-job categories. The distribution of inmates with respect to the length of stay on the job prior to commitment displayed two modes indicating substantial numbers of inmates were employed for about 12 weeks or 104 weeks prior to commitment. The participating inmates were apparently generally cooperative with prison officials; typically an inmate received only about two misconduct reports for which there was usually only one hearing. Furthermore, the instructors rated the participants favorably on their behavior, cooperation, work habits, and acquired skill. In Table 3.1 data on the characteristics of the inmates are summarized.

TABLE 3.1

INMATE CHARACTERISTICS

Variable	Mean	Median	Mode	Range	Standard Deviation
Personal/Physical Characteristics					
Age	24.59	23.22	22	18 to 52	5.25
Height	69.33	69.47	69	60 to 83	3.69
Weight	159.24	155.14	150	105 to 237	24.54
Educational Characteristics					
Yrs. of school completed	9.52	9.37	9	4 to 14	1.94
IQ	100.99	100.88	100	72 to 127	12.51
Reading Achievement	8.14	8.50	10.50	2.0 to 15.6	3.05
Math Achievement	6.96	6.72	5.30	2.0 to 12.9	2.39
Occupational Characteristics					
Number of weeks held job prior to commitment	46.47	20.5	12 & 104	1 to 312	56.20
Prison History: General					
Number of misconduct reports	2.92	1.94	0	0 to 8	2.98
Number of disciplinary hearings	1.68	.94	0	0 to 8	2.14
Number of prior arrests	3.56	2.19	0	0 to 20	4.09
Length of sentence (maximum=98 yrs.for life)	8.00	5.12	4.00	1 to 98	12.67
Prison History: Educational					
Number of academic courses	.94	.67	0	0 to 5	1.24
Number of voc. ed. courses	1.31	1.21	1	0 to 4	0.69
Number of wks. in class	26.39	23.77	24.00	0 to 98	22.75
Number of months since release	9.11	9.46	11.00	3 to 14	2.65
Hours of instruction	557.6	479.7	480.0	20 to 3600	533.9
Voc. ed. achievement	17.26	11.75	1.00	1 to 78	20.49
Instructor Ratings					
Behavior in class	4.02	4.19	5.00	1 to 5	1.00
Cooperation in class	4.07	4.27	5.00	2 to 5	0.99
Work habits	3.67	3.57	3.00	2 to 5	1.00
Skill in trade	3.62	3.53	3.00	1 to 5	1.08
Would hire student	3.92	4.25	5.00	1 to 5	1.22

TABLE 3.1 (Continued)

INMATE CHARACTERISTICS

Variable	Frequency	Percentage
Personal/Physical Characteristics		
Handicaps		
None	71	78
Physical	20	22
Marital Status		
Single	90	78
Married	17	15
Separated	4	3
Divorced	5	4
Sex		
Male	107	92
Female	9	8
Race		
White	55	47
Black	54	47
Hispanic	7	6
Occupational Characteristics		
Occupation		
Never employed	20	20
Seasonal	2	2
Unskilled	24	24
Semi-skilled	44	43
Skilled	7	7
White collar	5	5
Prison History: General		
Initial security classification		
Minimum	16	17
Medium	55	57
Maximum	25	26
Present security classification*		
Minimum	67	70
Medium	26	27
Maximum	3	3
Present offense		
Against property	74	64
Against people	17	15
Drug related	12	10
Property/People	8	7
Other	4	4

*At the time of data collection

CHAPTER 4

INSTITUTIONS AND PROGRAMS

Data on the quality of the programs at each institution participating in the study was obtained from two basic sources:

1. Each institution was visited by a vocational education specialist who observed the programs and facilities.

2. At each institution, staff and residents filled out questionnaires designed to assess various institutional climate characteristics.

The results obtained using each of these data sources will be described in detail below. The relationships between the data sources--i.e., the extent to which they provide a consistent picture of the quality of the programs at each institution--will also be presented.

Institutional Visits

Visits were made to six of the seven participating institutions between June and November of 1977. All of these visits were made by the same observer.[1] The seventh institution was visited by a different observer in July 1978. On each of these visits the observer spent one day.

The purpose of these visits was to observe the programs in vocational education being offered to the inmate-residents at each institution. During the course of a visit, the observer talked to inmates, instructors, supervisors, guidance counselors, and administrators. Discussions typically concerned the following items:

--philosophy of the institution regarding vocational education

--selection of students for participation in training

--testing programs

--facilities, equipment, and supplies available

--shop safety

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[1] In these six visits a second individual accompanied the principal observer and made some independent ratings of the institutions. This was not possible on the visit to the seventh institution. Preliminary analyses of the data provided by the second individual indicated that it did not correlate very well with the data of the principal observer. Some of these correlations are to be found in Appendix D, but in this chapter the data of the second individual are omitted.

--job placement

--instructor qualifications.

The programs were observed in action and analyzed for the quality of training provided. These analyses took two forms:

1. A narrative description of the salient characteristics observed at each institution, and

2. Evaluative ratings of each observed program.

The descriptive material on each institution tended to confirm the program evaluation ratings but was not amenable to statistical analysis. It is, however, of some interest and therefore in Appendix A summaries of the observer's comments are presented.

In general, the observers felt that all of the institutions were offering positive programs of vocational education, although some were clearly regarded as better than others. Of all the institutions visited, only Institution 2 was judged to have a negative approach. The following are recommendations for improving the quality of vocational training in correctional institutions which were made by the observer who visited six of the seven participating institutions.

1. The administration should believe that vocational education is worthwhile and can help to rehabilitate people. The attitude should be positive and not defeatist.

2. Urgently needed are good qualified instructors who are willing to communicate with their students and have a healthy cooperative attitude.

3. Qualified counselors, as part of the total educational program, should work closely with the student, instructor, and administration.

4. A live work assignment whenever possible should be available.

5. An adequate budget for supplies, replacement and repair of equipment is essential.

6. Trained personnel who have access to the business and industrial community are needed for job placement.

The evaluative ratings for each program were based on a rating form especially developed for this project (see Appendix B which contains all of the instruments used in this study). Programs were rated in the following three areas:

--curriculum (four items)

--instruction (nine items)

--facilities/equipment (six items)

Each of the 19 items was rated on a five-step scale with the following definitions assigned to each step:

5 - The item or practice is considered excellent.
4 - The item or practice is considered good (above average).
3 - The item or practice is considered satisfactory (average).
2 - The item or practice is considered fair (below average).
1 - The item or practice is considered poor or nonexistent.

In addition to these ratings, the observer described for each program, the skill level the instructors expected an average student to have reached on completion of the course. These descriptive statements were subsequently translated into numerical ratings by a member of the project staff. A seven-step scale was used based on the following definitions:

1 - less than entry
2 - entry (maximum supervision--helper)
3 - entry (minimum supervision--apprentice)
4 - first year apprentice
5 - first to second year apprentice
6 - second year apprentice or greater
7 - open own business.

These expected skill level (ESL) ratings thus became an additional source of evaluative information on the programs.

The specific number of programs observed varied from one institution to another, as follows:

Institution	Number of Programs
1	7
2	9
3	7
4	4
5	6
6	8
8	2

Thus, a total of 43 programs were observed and rated. However, because several programs were offered at more than one institution, only programs in 20 different areas were involved. In Table 4.1 the summary ratings assigned to these programs are presented. The

20 program areas are listed in this table in order from the highest to the lowest based on the sum of the ratings in curriculum, instruction, and facilities/equipment.

Examining this table a number of observations may be made.

1. Most of the programs do not aspire to prepare students for much more than entry level (helper or apprentice) positions. The programs in Sheet Metal, Machine Shop, Electricity, Welding, and Auto Mechanics strive for higher levels of skill, but the programs in Auto Body clearly do not.

2. Most of the programs were rated in curriculum, instruction, and facilities/equipment between satisfactory (average) and good (above average). The best programs in these areas were cosmetology, business/clerical, sheet metal, machine shop, carpet installation, and building maintenance. In general, facilities/equipment and instruction were seen as slightly better than curriculum but these differences were small overall and varied from program to program.

In Table 4.2 the intercorrelations among the program ratings and ESL rating (across the 43 observed programs) are presented. Internal consistency reliabilities for the program ratings are also given in this table. Examination of these data suggests the following conclusions:

--The reliabilities of the rating scales are quite high. This is not especially surprising since the separate item ratings on which these reliabilities are based were made by the same rater.

--The correlations among the three program areas (curriculum, instruction, and facilities/equipment) are also quite high, approaching the scale reliabilities in two of the three correlations. On the basis of the reliabilities and these correlations, it seemed appropriate to combine the program ratings to obtain an overall index of program quality. The internal consistency reliability of this total rating was .92.

--The correlations of the three program areas with the ESL rating are positive but not especially high. Clearly, ESL is related to the evaluative ratings but is sufficiently distinctive to be treated as a separate measure.

In Table 4.3 the institutional means and ranks for the overall program ratings and the ESL rating are given. The rank-order correlation between the two variables across the seven institutions is +0.321, again confirming the conclusion that they are related

TABLE 4.1

SUMMARY RATINGS OF PROGRAMS AT PARTICIPATING INSTITUTIONS

Program	Number	Program Ratings				Expected Skill Level Rating
		Curriculum	Instruction	Facil./Equip.	Total	
Cosmetology	1	4.50	4.67	5.00	14.17	3.0
Business/Clerical	1	4.25	4.44	4.50	13.19	3.0
Sheet Metal	1	4.00	4.33	4.83	13.16	5.0
Machine Shop	4	3.95	4.20	4.25	12.40	4.5
Carpet Installation	1	4.50	4.00	3.83	12.33	2.0
Building Maintenance	1	4.50	4.00	3.83	12.33	2.0
Carpentry/Woodwork/Const.	4	3.38	3.87	4.55	11.80	2.3
Upholstery	1	4.00	4.00	3.50	11.50	3.0
Electricity	2	3.75	3.83	3.92	11.50	3.5
Drafting/Blue Print RDG.	2	3.25	3.89	4.17	11.31	3.0
Bricklaying/Masonry	4	3.75	3.61	3.72	11.08	2.5
Welding	4	3.50	3.78	3.72	11.00	3.3
Plumbing	1	3.25	3.89	3.50	10.64	2.0
Air Conditioning	1	3.25	3.56	3.67	10.48	3.0
Auto Body	3	3.58	3.52	3.38	10.48	1.5
Painting/Paper Hanging	1	3.25	3.67	3.50	10.42	2.0
Auto Mechanics	5	3.30	3.44	3.63	10.37	3.2
Heavy Equipment	1	2.75	3.56	3.83	10.14	2.0
Electronics/TV & Radio	3	3.18	3.22	3.50	9.90	2.0
Print Shop	2	3.25	3.11	2.92	9.28	2.0
All Programs	43	3.58	3.75	3.85	11.18	2.8

TABLE 4.2

RELIABILITIES AND INTERCORRELATIONS AMONG
PROGRAM AND EXPECTED SKILL LEVEL RATINGS

Rating	Program Areas			Expected Skill Level (4)
	Curriculum (1)	Instruction (2)	Facil./Equip. (3)	
(1)	.775[A]	.747	.431	.461
(2)		.831[A]	.757	.405
(3)			.885[A]	.268
(4)				—[B]

[A] Reliability coefficients on the diagonal represent internal consistencies (coefficient alpha).

[B] Expected skill level is a one-item measure. It is therefore not possible to obtain a meaningful internal consistency reliability coefficient.

TABLE 4.3

MEANS AND RANKS FOR INSTITUTIONS ON THE
OVERALL PROGRAM AND EXPECTED SKILL LEVEL RATINGS

	Program Ratings		ESL Ratings	
Institution	Mean	Rank	Mean	Rank
1	72.1	4	3.14	2
2	64.9	7	3.11	3
3	74.6	3	2.71	5
4	70.8	5	2.25	7
5	66.2	6	2.50	6
6	74.8	2	4.00	1
8	87.0	1	3.00	4

but not at all identical in what they measure. In the program ratings, for example, Institution 2, described earlier in the narrative descriptions as having a negative approach, is lowest. However, in the ESL rating it ranks third.

Questionnaire Measures

Additional data regarding the institutional climate of the seven participating institutions were obtained using questionnaire measures. For this purpose, two questionnaires were used. One was a standardized instrument, the Correctional Institutions Environment Scale, developed by Rudolf H. Moos. The second instrument, developed by the project staff, was called the Institutional Climate Questionnaire; it was designed to provide additional climate-related information. Each of these instruments and the data obtained through their use will be described in greater detail below.

In administering the two questionnaires, the services of the local coordinators at each institution were employed. They were asked to administer the questionnaires to individuals in the following four groups:

1. Treatment staff, including teachers, counselors, etc.

2. Correctional staff.

3. Inmates who were participating in the educational and vocational training program.

4. Inmates who were not participating in the educational and vocational training program.

Instructions called for obtaining as many responses as possible from individuals in the first category above (treatment staff) to a maximum of 50. Coordinators were further asked to obtain an approximately equal number of respondents in the other three categories. The intent of these instructions was to obtain a reasonably large number of responses from each institution--with an equal number of respondents in each category--to facilitate statistical analysis.

Unfortunately, for many reasons, the coordinators found it impossible to comply with these requests. Consequently, the number of respondents from each institution was less than intended and was not equal in each category. In addition, the data from Institution 5 were collected in such a way that the two staff groups were combined as were the two inmate groups.

The numbers of respondents from each institution in each category are given in Table 4.4. Apparently, the coordinators found it easier to obtain responses from inmates than from staff, but aside from this obvious difference there do not seem to be any strong

TABLE 4.4

NUMBER OF QUESTIONNAIRE RESPONSES RECEIVED FROM EACH INSTITUTION BY CATEGORY OF RESPONDENT

	Staff		Inmates	
Institution	Treatment	Corrections	In Voc. Ed.	Not in Voc. Ed.
1	14	4	15	19
2	29	19	33	6
3	23	22	35	26
4	15	23	24	14
5[A]	--	11 --	--	39 --
6	20	13	33	24
8	10	9	8	10

[A]The questionnaires from institution 5 were not collected in such a way that the two staff groups or the two inmate groups could be separated.

trends in these data. It is important to note that the numbers in the table report the total number of respondents to whom the questionnaires were administered. However, not all parts of the two questionnaires were actually filled out by all of the respondents, and therefore some of the statistical analyses to be reported below involve smaller numbers of respondents than those in the table.

Correctional Institutions Environment Scale (CIES). The CIES is a standardized questionnaire designed to measure the social climate in a correctional institution. It is one of several social climate scales developed by Moos in the Social Ecology Laboratory at Stanford University. Form R, which was used in this study, consists of 90 items from which nine subscale scores are derived. Table 4.5, adapted from the questionnaire manual, lists the nine CIES subscales, gives brief definitions of each, indicates the number of items in each subscale, and provides a typical subscale item.

In Appendix D the subscale score means (adjusted for the number of items in each subscale) for the four respondent groups are given. In analyzing the CIES data, the two staff groups (treatment and corrections) were combined as were the two inmate groups (participants and nonparticipants). This step was taken for several reasons:

--The number of respondents from several institutions was quite small in some categories and very disproportionate from one institution to another,

--Examination of the data did not indicate any consistent differences within the two staff categories or within the two inmate-resident categories,

--The data for Institution 5 were only broken down in terms of staff and resident categories.

It was therefore felt that more appropriate analyses of the data would be possible if no distinction was made between the two staff groups or between the two inmate groups.

In Table 4.6 the adjusted mean scores for the nine CIES subscales are given by institution and respondent group. In Appendix E these data are plotted as profiles for the two groups at each institution. In plotting these profiles, the staff and resident means were converted to standard scores using the resident norms as suggested in the CIES manual. Examining the data of Table 4.6 a number of observations may be made:

--Except for subscale #9 (Staff Control) the staff means are consistently higher (with one trivial exception) than the corresponding resident means. Clearly the staff at each institution perceive the institution as encouraging more

TABLE 4.5

SUBSCALES OF THE CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE (CIES)

Subscale	Definition	Number of Items	Sample Item
	Relationship Dimensions		
1. Involvement	measures how active and energetic residents are in the day-to-day functioning of the program, i.e., interacting socially with other residents, doing things on their own initiative, and developing pride and group spirit in the program.	10	Residents on this unit care about each other.
2. Support	measures the extent to which residents are encouraged to be helpful and supportive towards other residents, and how supportive the staff is towards residents.	10	Staff go out of their way to help residents.
3. Expressiveness	measures the extent to which the program encourages the open expression of feelings (including angry feelings) by residents and staff.	9	Residents are encouraged to show their feelings.
	Treatment Program Dimensions		
4. Autonomy	assesses the extent to which residents are encouraged to take initiative in planning activities and take leadership in the unit.	9	The staff act on residents' suggestions.
5. Practical Orientation	assesses the extent to which the resident's environment orients him towards preparing himself for release from the program. Such things as training for new kinds of jobs, looking to the future, and setting and working towards goals are considered.	10	Residents are encouraged to plan for the future.
6. Personal Problem Orientation	measures the extent to which residents are encouraged to be concerned with their personal problems and feelings and to seek to understand them.	9	Residents are expected to share their personal problems with each other.
	System Maintenance Dimensions		
7. Order and Organization	measures how important order and organization is in the program, in terms of residents (how they look), staff (what they do to encourage order) and the facility itself (how well it is kept).	10	The staff make sure that the unit is always neat.
8. Clarity	measures the extent to which the resident knows what to expect in the day-to-day routine of his program and how explicit the program rules and procedures are.	10	Staff tell residents when they are doing well.
9. Staff Control	assesses the extent to which the staff use measures to keep residents under necessary controls, i.e., in the formulation of rules, the scheduling of activities, and in the relationships between residents and staff.	9	All decisions about the unit are made by the staff and not by the residents.

TABLE 4.6

MEAN ADJUSTED[A] SUBSCALE SCORES FOR THE CIES
FOR STAFF AND RESIDENTS AT EACH INSTITUTION

Institution	Group	(n)	Subscale[B] 1	2	3	4	5	6	7	8	9
1	Staff	(17)	553	594	516	484	747	588	535	559	569
	Residents	(33)	376	300	320	249	509	391	403	385	768
2	Staff	(47)	423	557	482	565	706	532	519	564	629
	Residents	(38)	392	363	371	339	482	398	347	366	749
3	Staff	(40)	532	605	458	625	767	617	640	652	669
	Residents	(61)	425	298	301	330	446	399	380	354	769
4	Staff	(35)	523	569	400	422	763	495	726	666	613
	Residents	(38)	392	295	254	249	511	322	468	389	746
5	Staff	(11)	600	773	465	495	864	535	682	700	626
	Residents	(39)	369	397	325	262	633	359	418	454	758
6	Staff	(32)	525	566	523	583	687	444	503	562	514
	Residents	(55)	562	393	358	335	449	360	478	442	606
8	Staff	(19)	474	595	491	433	663	526	579	574	550
	Residents	(18)	311	250	259	228	444	327	400	356	784

[A]Adjusted Score = Original Score ÷ Number of items in the subscale. Decimal points are omitted.

[B]See Table 4.5 for subscale descriptions.

involvement and expressiveness, providing more support and automony, etc., than do the residents. At the same time, staff control is perceived at each institution as higher by the residents than the staff. This difference between staff and inmates in their perception of the institution's climate is a typical CIES response pattern, well-documented in the questionnaire manual.

--Among the nine subscales, the mean for the staff at each institution is highest on subscale #5 (Practical Orientation). This too is a fairly typical finding and when the means are converted to standard scores (as in the plotting of profiles) subscale #5 is no longer consistently the highest.

--Among the nine subscales, the mean for the inmate-residents is highest on subscale #9 (Staff Control) at each institution. At six of the seven institutions, the next highest subscale mean is subscale #5 (Practical Orientation). These too are fairly typical findings as the conversion to standard scores suggests.

Statistical analysis of the data from which Table 4.6 was derived was carried out by analysis of variance. The basic procedure was a two-factor ANOVA with repeated measures on one factor (in this case, subscales). Two separate analyses were undertaken, one involving staff and the other involving residents. The results of these analyses are summarized in Table 4.7.

The pattern of results for the two respondent groups is essentially the same and may be summarized in the following three points:

1. In both cases the main effect for Institutions is non-significant. This indicates that over all nine CIES subscales, considered as a total score, the questionnaire was not effective in differentiating among the seven participating institutions. In a sense, this was a surprising result since it was assumed that the CIES would be able to discriminate among the institutions. In spite of the tendency of the subscales to correlate positively with one another, which should have produced a more reliable total score, this was not the case.

2. In both cases the main effect for Subscales is significant at the .01 level. This indicates that across the seven institutions the subscale means are not identical. This is not especially surprising, and since the purpose of this study was not to learn more about the CIES, this finding, although interesting, is not especially relevant.

TABLE 4.7

ANALYSIS OF VARIANCE FOR STAFF AND RESIDENTS
AT SEVEN INSTITUTIONS ON NINE CIES SUBSCALES

Group	Source	df	MS	F	p
Staff	Between Subjects				
	Institutions	6	.283	1.50	n.s.
	Error Between	194	.189		
	Within Subjects				
	Subscales	8	1.166	37.10	<.01
	Interaction	48	.089	2.84	<.01
	Error Within	1552	.031		
Residents	Between Subjects				
	Institutions	6	.156	0.96	n.s.
	Error Between	275	.164		
	Within Subjects				
	Subscales	8	4.860	156.31	<.01
	Interaction	48	.117	3.77	<.01
	Error Within	2200	.031		

3. Finally, in both cases the Institutions by Subscales interaction is significant at the .01 level. This is an interesting finding inasmuch as it indicates that there are institutional differences on some subscales and these institutional differences vary from one subscale to another. In other words, the profiles for the seven institutions across the nine subscales are not identical. To establish the basis for this interaction, tests of simple main effects are needed.

Tests of simple main effects were conducted for each of the nine subscales separately for staff and residents. The results of these tests are summarized in Table 4.8. Significant differences among institutions, using staff data, were found on subscales 4, 6, 7, and 9; significant differences among institutions, using resident data, were found on subscales 1, 2, 5, and 9. Thus, only on subscale 9 were significant institutional differences found for both staff and inmates. When the institutions are placed in rank order based on the staff and resident responses, the rank order correlation between the two sets of ranks is +.214. This is hardly an impressive level of agreement in view of the fact that both groups were describing the same institutions.

The CIES has been the subject of a number of research efforts and one of these involved the development of a Community Tenure subscale. This is an empirically-derived subscale consisting of 12 items drawn from different parts of the questionnaire. Preliminary work with the Community Tenure subscale suggests that it identifies characteristics of correctional programs that are related to the average parole success of their inmate-residents. Since this subscale attempts to measure a phenomenon of obvious relevance to this study, it was decided that scores on the subscale would be studied.

In Table 4.9 the mean Community Tenure scores for staff and residents at each institution are presented. These data were analyzed using a one-way analysis of variance for each respondent group. Table 4.10 contains a summary of the results of these analyses. In both groups, the Institutions effect is statistically significant indicating that the Community Tenure scores differ significantly between institutions. Therefore, the rank orders as given in Table 4.9 reflect genuine differentiations among the institutions on this subscale. Of additional interest is the fact that the rank-order correlation between the institutional ranks of the two respondent groups is +.786 ($p < .05$). In general, the two groups rank the institutions in a similar fashion.

Institutional Climate Questionnaire (ICQ). An attempt was made to obtain additional information regarding the social and educational environment of each institution through the use of a questionnaire especially developed for this project. This questionnaire consists

TABLE 4.8

SUMMARY OF RESULTS OF TESTS OF
SIMPLE MAIN EFFECTS ON CIES

	Respondent Group	
Subscale	Staff	Residents
1	N.S.	<.05
2	N.S.	<.05
3	N.S.	N.S.
4	<.05	N.S.
5	N.S.	<.05
6	<.05	N.S.
7	<.05	N.S.
8	N.S.	N.S.
9	<.05	<.05

TABLE 4.9

MEAN COMMUNITY TENURE SUBSCALE SCORES FOR
STAFF AND RESIDENTS AT EACH INSTITUTION

	Staff			Residents		
Institution	(n)	Mean	Rank	(n)	Mean	Rank
1	18	7.05	3	34	6.79	1
2	48	7.31	1	39	6.72	2
3	44	6.80	5	61	6.18	5
4	36	6.25	7	38	6.05	6
5	11	6.82	4	36	6.64	3
6	33	6.30	6	56	5.68	7
8	19	7.21	2	18	6.50	4

TABLE 4.10

ANALYSIS OF VARIANCE FOR STAFF AND RESIDENTS
AT SEVEN INSTITUTIONS ON THE COMMUNITY TENURE SUBSCALE

Group	Source	df	MS	F	p
Staff	Institutions	6	6.004	3.36	<.01
	Error	202	1.787		
Residents	Institutions	6	8.258	2.92	<.01
	Error	279	2.826		

of 30 items, very similar to those of the CIES but designed to provide a picture of the institutional climate that could supplement the picture provided by the CIES. A copy of the questionnaire, along with the keying of the items, can be found in Appendix B. In Table 4.11 the three subscales of the ICQ are listed and briefly defined; the number of items in each subscale as well as sample items for each subscale are also given. Methodological data related to the reliabilities and intercorrelations of the subscales are presented in Appendix D.

The adjusted mean scores for the staff and respondent groups are given in Table 4.12. Examining these data, several observations are possible.

--On the Nonpunitiveness subscale the mean score for residents is higher than the mean score for staff at each institution. This is not especially surprising since it means that, in general, the inmates favored nonpunitive treatment of criminals more than staff.

--On the Optimism subscale, there is no consistent mean difference favoring staff or residents across institutions. In general, the differences at the various institutions tend to be small.

--On the Program Quality subscale the staff means are higher than the inmate means at each institution. This is a finding that is consistent with the general trend in the CIES data reported earlier, when institutional climate was perceived as better by the staff than the residents.

The data on the ICQ were analyzed by analysis of variance using a two-factor design with repeated measures on one of the factors. The result of this analysis for the two respondent groups is given in Table 4.13. The analysis of variance results may be summarized as follows:

1. For both groups, the Institutional main effect is statistically significant. This indicates that, across the three subscales of the ICQ, the institutions differ from one another. Apparently the ICQ, in each group, differentiates among the seven institutions.

2. For both groups, too, the Subscales main effect is statistically significant, indicating that the three subscale means, across institutions, are not identical. This is an interesting finding, though not especially relevant to this investigation.

TABLE 4.11

SUBSCALES OF THE INSTITUTIONAL CLIMATE QUESTIONNAIRE (ICQ)

Subscale	Definition	Number of item	Sample Item
1. Nonpunitiveness	measures the extent to which the rejects "tough" and harsh measures ("firm discipline") in the treatment of criminals	7	The best way to cut down on crime is for society to get tough with those who break the law. (Keyed False)
2. Optimism	measures the extent to which the respondent believes that rehabilitation efforts can have a positive effect when the inmate is released	7	Someone who has learned a useful trade while in prison has a much better chance of making it after being released. (Keyed True)
3. Program Quality	measures the extent to which the respondent believes that the program at his institution is a good one	16	This institution provides many opportunities for inmates to learn skills they can use when they are released. (Keyed True)

TABLE 4.12

MEAN ADJUSTED[A] SUBSCALE SCORES FOR THE ICQ
FOR STAFF AND RESIDENTS AT EACH INSTITUTION

Institution	Group	(n)	Subscale[B]		
			1	2	3
1	Staff	(16)	518	750	613
	Residents	(30)	581	643	569
2	Staff	(45)	419	622	682
	Residents	(39)	604	626	572
3	Staff	(37)	521	710	733
	Residents	(49)	688	659	551
4	Staff	(35)	396	608	666
	Residents	(28)	709	704	563
5	Staff	(10)	529	700	794
	Residents	(31)	710	654	575
6	Staff	(28)	490	668	710
	Residents	(48)	741	690	598
8	Staff	(18)	532	683	757
	Residents	(18)	778	722	635

[A] Adjusted Score = Original Score ÷ Number of the items in the subscale. Decimal points are omitted.

[B] See Table 4.11 for subscale descriptions.

TABLE 4.13

ANALYSIS OF VARIANCE FOR STAFF AND RESIDENTS
AT SEVEN INSTITUTIONS ON THREE ICQ SUBSCALES

Group	Source	df	MS	F	p
Staff	Between Subjects				
	Institutions	6	.160	3.12	<.01
	Error Between	182	.051		
	Within Subjects				
	Subscales	2	2.900	81.89	<.01
	Interaction	12	.030	0.86	N.S.
	Error Within	364	.035		
Residents	Between Subjects				
	Institutions	6	.141	2.85	<.02
	Error Between	236	.050		
	Within Subjects				
	Subscales	2	.812	22.70	<.01
	Interaction	12	.034	0.95	N.S.
	Error Within	472	.036		

TABLE 4.14

RANK ORDER INTERCORRELATIONS OF MEASURES OF QUALITY OF EDUCATION (QED)[A]

Variable	2	3	4
1. Evaluation of Training Programs	.321	.286	.808
2. Expected Skill Level		.000	.702
3. ICQ - Subscale #3			.424
4. Total (QED Index)			

[A]The number of observations on which the correlations are based is seven, i.e., the number of institutions in this study.

3. For both groups, finally, the interaction between Institutions and subscales is not statistically significant. This indicates that there is no evidence that the institutional differences vary from one subscale to another. Thus, the institutional variation does not change significantly on the three subscales.

A Quality of Education Index

The various measures of the vocational education provided in the participating institutions were examined with the purpose of developing an institutional quality of education (QED) index. It was decided that the following three measures would be used in deriving this index.

--the rated evaluation of training programs,

--the rating of the instructor's expected skill level, and

--scores on subscale #3 of the Institutional Climate Questionnaire.

These three measures were selected because they are based on perceptions of the educational programs within each institution from different, yet related, frames of reference. The evaluation of training programs were judgmental ratings given by an outside expert. The expected skill level rating was based on the instructor's description of the objectives of the program. Scores on the third subscale of the ICQ are direct reflections of the views of inmates and staff regarding the quality of the institutional effort in the vocational education area.

The procedure used to obtain a QED measure for each institution was to convert the three input scores to institutional ranks, to sum the ranks for each institution across the three input variables, and in that way to get a new ranking of the institutions. The rank order intercorrelations among the measures are given in Table 4.14. The QED ranking of the institutions is as follows:

Institution	Rank
8	1.5
6	1.5
1	3.5
3	3.5
5	5.5
2	5.5
4	7

In the next chapter, the results obtained using the QED along with other participant and program variables to predict various criterion measures of post-release adjustment are reported.

CHAPTER 5

FOLLOW-UP OF THE PARTICIPANTS

Approximately six to eight months after the inmate participants were released from prison, efforts were begun to interview them in order to obtain follow-up information regarding their post-release adjustment. In this chapter the nature of these efforts will be described and the data secured will be summarized. In a final section of the chapter, the predictability of several post-release indicators of adjustment will be presented.

The Follow-up Interview

The primary source of information on the experiences of the inmate participants subsequent to their release from prison was through interviews. In an earlier chapter the arrangements made by the project staff to provide incentives so that participants would maintain an accurate and up-to-date address with the project have been described. In addition, it was pointed out that subjects received a payment of $10 for participating in the interview.

The task of conducting the interviews was assigned, under a subcontract, to Total Research Corporation (TRC) of Princeton, New Jersey.[1] Work on the interviews began in late February 1978. Almost immediately difficulties were encountered. Some of the addresses proved to be inaccurate; others were not up-to-date. Many individuals seemed to have "disappeared" leaving no one who knew of their whereabouts. In too many instances, subjects declined to be interviewed or else made appointments which they repeatedly failed to keep. In Appendix C, there is a report by TRC detailing its efforts to locate and interview participants.

During this period the project staff worked with TRC in order to locate participants so that as many interviews as possible could be obtained. Accurate current addresses were sought when this seemed to be the source of the problem. This information was usually obtained from the institutions from which the former inmates were released. If the participant was on parole, the address was sought from the parole office. Participants who could be reached by telephone were called and reminded about their commitment to take part in the interview aspect of the study. Others were sent letters with similar reminders. Continued attempts were made to reach the subjects sometimes with, but often without, success.

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[1] TRC actually conducted the vast majority of the interviews, but two interviews were conducted by a member of the project staff.

Although the plan of the project called for interviews to be conducted on a face-to-face basis, this requirement had to be relaxed. A small number of participants were unavailable for interviews except by telephone. Even though a telephone interview did not permit the interviewer to collect some of the follow-up data called for in the study (e.g., the appearance and manner of the subject was not observable), it was considered better than having no data at all for those subjects. Accordingly, a small number (8) of interviews were conducted by telephone. Another small number (6) of participants were back in prison. Wherever it was possible to do so, these individuals were interviewed.

The interviewing efforts of TRC were terminated at the end of May 1978. Subsequently the project staff made additional efforts to interview subjects. In each state where the participating institutions were located, the Department of Corrections and the Department of Parole[2] agreed to assist the project staff in loacting former inmates who were not interviewed. These departments, for the most part, have access to computer files on current and former inmates in all state institutions within their jurisdictions. In almost all cases these efforts proved futile since the addresses obtained were typically the same as those in the files of the project staff.

At the end of June 1978, all further efforts to interview participants ceased. At that time, 64 former inmates had been located and interviewed. This was a completion rate of 55 percent of the 116 individuals who signed participation forms. This is not only a low rate of completion, it suggests that those who were interviewed are probably not especially representative of the initial group. For example, it seems likely that among those interviewed the percentage of those employed is higher than among those not interviewed. Later in this chapter, data will be presented relative to the differences between those who were and were not interviewed. At this point, it seems important to recognize that the relatively low rate of completion and the probable unrepresentativeness of the interviewed group mean that the data analyses to be presented in this chapter should be interpreted with caution.

The interview contained a variety of questions divided into the following sections:

a. Living Arrangements, Family, Leisure

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[2]A small number of the participants in this study were released after serving their complete sentence. They were therefore not on parole and were not known to any parole office. If any of these individuals moved from the address to which they were released without leaving a forwarding address, they proved almost impossible to locate.

b. Prison Training: Job Assignment and/or Vocational Education

c. Current Job Status

d. Period from Release to Present Job

e. Job Training After Prison

f. Law Encounters

g. Life Satisfaction.

In addition, the interviewer recorded information about the participant's residence (if the interview was conducted there) and demeanor. Based on the data obtained during the interview, the interviewer (and subsequently and independently a member of the project staff) filled out an Environmental Deprivation Scale for each participant. Finally, interviewed participants were asked to give their permission for the project staff to contact their parole officer (when they were on parole) and their job supervisor (when they were working). A copy of the complete interview schedule and the questionnaires for parole officers and job supervisors may be found in Appendix B.

Comparison of Interviewed and Not Interviewed Subjects

As noted earlier, of the 116 initial participants only 64 (55%) were actually interviewed. The remaining 52 participants (45%) were, for many reasons, not interviewed. There are a number of small, but interesting differences between these two groups which will be discussed below.

In general, the interviewed subjects (I Group) were slightly more competent intellectually and academically and more cooperative in their behavior (i.e., less "criminal") than those not interviewed (N Group). In Table 5.1 some of the data supporting this generalization are presented. Subjects in the I Group had more years of schooling, higher IQs, and were better in reading and mathematics than those in the N Group. On the Ohio State Vocational Achievement Tests they scored higher. To be sure, the differences between the two groups are not large, but they produce a consistent picture which is further reinforced by the data on misconduct reports, disciplinary hearings, prior arrests, and length of sentence. The I Group subjects were apparently less inclined to get into serious trouble than those in the N Group.

Further support for this conclusion is to be found in the data on ratings given to the subjects by their instructors in the institutions. These data are summarized in Table 5.2. Here too the picture that emerges is that the I Group subjects were generally better behaved, more cooperative, and more effective than those in the N Group. Once again, the differences are not large but they are consistent.

TABLE 5.1

MEAN VALUES OF INTERVIEWED AND NOT INTERVIEWED SUBJECTS ON SEVERAL CHARACTERISTICS

Characteristic	Group			
	Interviewed	(N)	Not Interviewed	(N)
Years in School Before Commitment	9.95	(58)	9.02	(50)
IQ	102.95	(39)	99.25	(44)
Reading Achievement	8.30	(52)	7.95	(43)
Math Achievement	7.01	(52)	6.89	(42)
Ohio State Achievement %-ile	18.38	(21)	16.18	(22)
Number of Misconduct Reports	2.73	(60)	3.14	(50)
Number of Disciplinary Hearings	1.42	(52)	1.96	(47)
Number of Prior Arrests	3.15	(52)	4.07	(41)
Length of Sentence (Maximum Number of Years)	6.02	(64)	10.44	(52)

TABLE 5.2

MEAN RATINGS[A] GIVEN BY INSTRUCTORS TO INTERVIEWED AND NOT INTERVIEWED SUBJECTS

Rated Characteristic	Group			
	Interviewed	(N)	Not Interviewed	(N)
Behavior in Class	4.18	(51)	3.79	(36)
Cooperation in Class	4.22	(51)	3.86	(36)
Work Habits	3.77	(51)	3.53	(36)
Skill in Trade	3.67	(51)	3.55	(36)
Would Hire Student	4.06	(50)	3.73	(36)

[A]Based on a Five-Step Rating Scale (5 = High; 1 = Low).

Overall they confirm the conclusion that the participants who were interviewed are not exactly representative of all of the 116 subjects who initially agreed to participate in the study. It is, of course, impossible to tell if differences comparable to those reported above continued into the post-release lives of the former inmates. On the basis of these data, however, it seems reasonable to suppose that adjustment difficulties would be more common among the noninterviewed subjects.

Post-Release Data on Interviewed Participants

In this section of the chapter, highlights and trends in the data obtained through the interviews with participants will be presented. A more complete tabulation of the interview responses on which these comments are based will be found in Appendix D.

The interviewees generally reported fairly stable and satisfying family relationships. Only 9 percent said that they were living alone; the others were in most cases living with one or both of their parents (45%) or with a friend or spouse (25%). Fewer than 5 percent reported that they did not get along well with those with whom they were living. Almost 90 percent said that they kept in touch with other members of their families (e.g., brothers and sisters). On the average, about three nights a week they spent time with their friends. Among the various leisure activities reported, sports was more popular than any other.

Beyond the circle of family and friends, there is little evidence that the subjects have strong organizational ties. Asked, for example, about the attendance at church or other religious activities, almost 59 percent said that they do not attend. Only 13 percent reported that they attend once a week or more often. When asked if they belong to any other organizations, clubs, or groups, 82 percent said that they did not.

Interviewees were asked several questions about their vocational education training in prison and its subsequent usefulness to them. In general, they tended to rate their instructors quite high. Typically, they said that they got along well with the instructors, found them encouraging, good at explaining things, and really interested in teaching the students. However, when asked if the training received in prison helped them to get a job after being released, only one individual gave an affirmative response, although many more found it useful in other ways (e.g., making home repairs, odd jobs, etc.). Overall, they reported themselves satisfied, in most instances, with the job training they received while in prison.

Almost 55 percent of the respondents said that they took one or more academic courses while in prison. Preparation for the G.E.D. was by far the most common activity, although courses in other specific areas (e.g., Math, English, Social Studies, etc.) were also

reported by several subjects. These courses were described as useful by 65 percent of those who took them.

More than 84 percent of the subjects said that they received a diploma, certificate, or letter showing that they took job training or other courses while in prison. However, only 15 percent reported that these were used in looking for a job.

The interviewees were asked about their employment status at the time of the interview. Summarizing their responses, we find that

--56 percent were working (full- or part-time)

--22 percent were not working and were looking for a job

--9 percent were in jail

--13 percent were engaged in other activities (e.g., going to school, keeping house, etc.).

Six individuals, among those who were employed, reported working at more than one job.

Those who were looking for a job said that they had been looking for an average of almost 16 weeks. The methods most often used in searching for work were newspaper ads, the state employment service, and leads from friends and relatives. They reported spending an average of slightly more than 13 hours per week in looking for a job, and made an average of approximately 6 contacts per week with potential employers. Three-quarters of these individuals said that they were looking for work in an area related to vocational training they received in prison.

Among those who were working at the time of the interview, an average of almost 21 weeks on the job was reported. Forty-six percent said they got their job through a friend or relative; very few indicated that the state employment service or newspaper ads were the source of their job. The mean starting wage was slightly below $3.50 per hour and at the time of the interview it was nearly $3.90 per hour. Only 14 percent of the respondents reported receiving any special monetary incentives, commissions or tips, but almost 63 percent said that they sometimes received overtime pay. Only one individual said he disliked his job, while almost 70 percent said they like it or liked it very much. However, only 42 percent replied affirmatively when asked if they wanted to stay at the particular job. Most respondents reported that their employers and their co-workers were aware of their prison records, but very few indicated that this was the cause of any problems on the job.

The jobs of the working interviewees were rated in relation to their vocational training and separately in relation to their job assignment while in prison. The following three-step scale was used:

1 = job is unrelated to vocational training (or job assignment)

2 = job is somewhat related to vocational training (or job assignment)

3 = job is identical with vocational training (or job assignment)

On this scale the mean rating for the primary vocational education course was 1.76, for the secondary vocational education course (when one was reported) was 1.78, and for the job assignment it was 1.67. Thus, individuals for the most part were not employed in jobs where the specific skills presumably acquired in prison were being directly used.

The interview contained questions related to three different scales each of which will be discussed in turn below.

Life Satisfaction Scale (LSS). The LSS consists of 23 aspects of an individual's life, and the participant was asked to indicate the extent to which he was satisfied with each. The responses were given on a nine-step scale ranging from "1" defined as "delighted" to "9" defined as "feel terrible about it." In Table 5.3 the mean ratings of the participants are given to each item. The subjects were clearly least satisfied with their income, their pay and fringe benefits, the usefulness of the job training they received in prison, and the amount of education they had obtained. At the same time, they were most satisfied with their health, their children, their wives or husbands, and the way they get along with other people. Thus, the main sources of dissatisfaction appear to be their inability to earn the money they need and their preparation for employment while the main sources of satisfaction are their interpersonal relations with family and friends. For each individual it was possible to obtain an overall satisfaction score based on the ratings given to the 23 items. In the final section of this chapter the predictability of this total LSS score, used as a criterion measure, is reported.

Law Encounter Severity Scale (LESS). The LESS is a scale designed to measure the extent to which an individual who was released from prison has had recent encounters with the law (Witherspoon, DeValera, and Jenkins, 1975). It consists of 38 categories or items which form a law encounter continuum from no encounters at all to progressively more serious encounters. Scores on the scale can thus range from 1 (no encounters) to 38 (convicted for felony(s); sentenced to 20 years or more). Assessed on this scale, the scores of the interviewed participants ranged from 1 to 37 with a mean of 5.03. Thirty-two individuals reported no law encounters and 11 individuals nothing more serious than a traffic violation. Thus, it is clear that most of these individuals were not involved in any

TABLE 5.3

MEAN RATINGS OF 23 ITEMS ON THE LIFE SATISFACTION SCALE (LSS)

Item	Mean Rating
1. Life as a Whole	2.86
2. Living Quarters	3.08
3. Neighborhood	3.80
4. Services	3.79
5. Safety	2.75
6. Way Spare Time is Spent	2.90
7. Activities/Time with Friends	2.49
8. Religious Faith	3.02
9. Job	3.35
10. Co-Workers	2.81
11. Work on the Job	2.93
12. Pay/Fringe Benefits	4.27
13. Physical Surroundings at Work	3.46
14. Boss	3.02
15. Yourself	2.56
16. Own Health	2.05
17. Get Along with Others	2.15
18. Wife/Husband	2.16
19. Your Children	2.05
20. Your Income	5.04
21. Cost of Basic Necessities	3.93
22. Usefulness of Prison Job Training	4.05
23. Amount of Education	4.00

significant criminal activity up to the time of the interview.[3] In the final section of this chapter, the predictability of the LESS scores is discussed.

Environmental Deprivation Scale (EDS). The EDS is a scale that attempts to establish the extent to which a person's environment encourages and reinforces socially acceptable behavior (Jenkins and Sanford, 1972). It is based on the assumption that the behavior of an individual is largely a reflection of the support or deprivation he experiences in his particular environment. Criminal behavior is believed most likely to occur when an individual experiences deprivation rather than support. The scale contains 16 items divided into three broad areas: occupational activities, institutional activities, and interpersonal relationships. The scoring procedure requires the interviewer to establish, from the interviewee's responses, whether the environmental input offers support or deprivation for each of the 16 items (support = 0; deprivation = 1). Thus, the higher the EDS score the greater the deprivation the interviewee is presumably experiencing. The EDS scores of the participants ranged from 0 to 15 with a mean of 6.14.[4] In Table 5.4 the percentage of the participants who were experiencing support and deprivation in each of the 16 areas is presented. Most of the subjects were clearly not experiencing high levels of deprivation, although in a few areas (e.g., church attendance and membership in organization) deprivation was fairly common.

The assumption underlying the EDS suggests that there should be a correlation between the EDS and LESS scores. In fact, the correlation is +.442 ($p < .01$). Apparently, the higher level of deprivation, the greater the severity of the encounters with the law.

Scoring the items of the EDS presented one troublesome problem. In some items there was not enough information available to make an unambiguous judgment regarding support or deprivation. The EDS manual advises that such items should be scored as support. Since this did

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[3] A potential source of error in the LESS scores is that they are derived from interview responses rather than objective evidence. They thus depend upon the participant giving frank and honest responses to the questions asked. It was possible to obtain an independent confirmation of the answers by asking the same questions of the participant's parole officer. In general, there proved to be very few discrepancies in the two data sources. See appendix D.

[4] A separate EDS score was calculated by an independent judge from the project staff. The judge based the ratings only on the information included in the follow-up interview--including the interviewer report section. The two EDS scores were correlated. The obtained measure of interjudge agreement was +.724 indicating that the EDS is a fairly objective measure and there was sufficient information obtained on the follow-up interview to produce similar perceptions between the two judges.

TABLE 5.4

PERCENTAGE OF PARTICIPANTS EXPERIENCING SUPPORT AND DEPRIVATION ON THE ITEMS OF THE ENVIRONMENTAL DEPRIVATION SCALE (EDS)

Item	Percent Experiencing	
	Support	Deprivation
Employment	54	46
Income	63	37
Debts	75	25
Job Participation	53	47
Job Status	69	31
Hobbies	73	27
Education	63	37
Residence	74	26
Church	26	74
Other Organizations	19	81
Friends	81	19
Relatives	86	14
Parents	72	28
Wife/Husband	51	49
Children	32	68
Fear	79	21

not seem to be entirely defensible, the project staff developed the following alternative scoring procedure:

1 = support

2 = uncertain

3 = deprivation

Scores based on this latter procedure were subsequently used as the EDS predictor in examining the predictability of various criterion measures.

Prediction of Various Post-Release Measures

An attempt was made to determine if several outcome measures relevant to the purposes of this study could be predicted. In this section of the chapter, the results of these efforts will be described.

Based on the information obtained in the interviews, the following seven criterion measures were defined:

1. Percentage of Time Employed since Release from Prison,
2. Average Weekly Salary since Release from Prison,
3. Score on the Life Satisfaction Scale (LSS),
4. Score on the Law Encounter Severity Scale (LESS),
5. Employment Status: Working vs. Not Working,
6. Relationship of Job Held to Vocational Education Program while in prison, and
7. Relationship of Job Held to Job Assignment while in prison.

The first four measures above were continuous scores and the prediction model employed was therefore multiple regression. The fifth measure involved categorizing subjects into two groups and the prediction model employed was therefore the discriminant function. In the latter two measures, subjects were assigned to three different groups (unrelated, somewhat related, and identical) and the prediction model was therefore the multiple discriminant function.

In all of these analyses the number of subjects was very small, typically smaller than the 64 individuals on whom criterion information was potentially available. This reduction in sample size occurred because the statistical procedure, to be discussed below, required elimination of cases where there was any missing data.

Small sample size reduces the opportunity to find relationships which are accurate, stable population characteristics and not the result of chance factors in the sample analyzed. This problem, along with the fact that the predictor list was relatively large, compared to the number of subjects in the sample, increases the probability that relationships which emerge from the data are not reliable findings (i.e., they will not be found in an independent sample). For these reasons, the analyses that follow should be regarded as exploratory, not definitive.

Initially, it was planned to use the following as predictors:

AGE = Age
ED = Years of Education Prior to Commitment
EDS = Environmental Deprivation Score
CTS = Community Tenure Score
HINS = Hours of Instruction During Vocational Education in Prison
IR = Instructor's Rating of Vocational Education Participation
LSEN = Length of Sentence
QED = Quality of Education
VEPR = Rating of Vocational Education Program in Which Subject Participated
TS = Test Score on Ohio State Trade Achievement Test
WKSLJ = Weeks Held Last Job Prior to Incarceration

These include a variety of subject and institutional measures. The intent was to see if any of them in combination were related significantly to the various criterion measures. However, for many individuals, the data on the variables VEPR, TS, and WKSLJ were missing and these variables were therefore omitted from the analyses. Thus, in all of the analyses to be reported, the first eight variables in the list above were entered.

The multiple regression and discriminant function analyses were performed using computer subprograms in the Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, & Brent, 1975). This package also performed necessary sorting, editing, and data transformation tasks prior to the analyses. The criteria to be adhered to by both subprograms in their stepwise procedures were left at the default specifications provided by the respective subprograms. These default criteria were selected since they allow for a more complete output, i.e., essentially all variables are included in the respective equations. The default specifications for the multiple regression subprogram allow for a maximum of 80 predictors to be entered into the equation if the predictor produces, (1) an F ratio greater than or equal to .01, and (2) a tolerance level (the proportion of the variance of that variable not explained by the predictors already in the regression equation) greater than 0.1 percent. The discriminant function subprogram, using the Wilks' method has default specifications of a maximum number of steps equal to two times the number of predictors. This is a stepwise procedure allowing for the

addition or deletion of variables from the predictor list. A variable is added if it produces an F ratio equal to or greater than 1.0 and is deleted if F falls below 1.0. The tolerance level is again 0.1 percent.

Regression Analyses. The regression analysis using the eight predictors listed above and "percentage of time employed since release from prison" as the criterion measure produced no statistically significant predictors and no statistically significant regression equation. The same result was obtained when "average weekly salary since release from prison" was used as the criterion measure. Thus, there is no evidence in these data that any of the variables chosen as potential predictors can, either singly or in combination with one another, predict these two criteria beyond a chance level.

The regression analysis using the Life Satisfaction Scale score as a criterion was more successful. In Table 5.5 the results of this analysis are summarized. The multiple correlation of +.867, based on three predictor measures, is statistically significant. The three predictors with significant beta weights are the Environmental Deprivation Scale, Length of Sentence, and Instructor Rating. Thus, it appears that LSS scores are predictable beyond a chance level. It is important to note, however, that the most important variable in the prediction equation is EDS, and this variable, in a sense, is not a predictor at all since it is based upon the post-release environment as it impacts upon the participant.

The results of the regression analysis using the Law Encounter Severity Scale score as a criterion are presented in Table 5.6. Here too the multiple correlation of +.584, based on three predictors variables, is statistically significant. The three predictors with significant beta weights are the Environmental Deprivation Scale, Years of School Completed Prior to Commitment, and Instructor Rating. There is evidence in the literature that the EDS correlates with the LESS and it is therefore not surprising to find that it is the most important variable in the prediction equation. However, once more, it seems important to note that EDS is not a genuine predictor since it was measured at the same time as the criterion.

Discriminant Analyses. Three discriminant analyses were carried out using the following as criteria:

--Employment Status: Working and Not Working

--Relationship of Job Held to Vocational Education Program in Prison (Unrelated, Somewhat Related, and Identical), and

--Relationship of Job Held to Job Assignment in Prison (Unrelated, Somewhat Related, and Identical).

In none of these analyses did any of the eight predictor variables, taken singly, discriminate significantly between the criterion groups.

TABLE 5.5

MULTIPLE REGRESSION ANALYSIS OF
PREDICTORS OF THE LIFE SATISFACTION SCALE

Predictor	Simple Correlation	Standardized Beta Weight
Environmental Deprivation Scale	.797	.787
Length of Sentence	.266	.300
Instructor Rating	.182	.247
F = 41.426*	Multiple Correlation (R)	= .867
degrees of freedom = 3,41	R^2	= .752

*$p < .01$

TABLE 5.6

MULTIPLE REGRESSION ANALYSIS OF PREDICTORS OF
THE LAW ENCOUNTER SEVERITY SCALE

Predictor	Simple Correlation	Standardized Beta Weight
Environmental Deprivation Scale	.391	.432
Years of School Completed Prior to Commitment	.259	.338
Instructor Rating	-.255	-.333
F = 6.220*	Multiple Correlation (R)	= .584
degrees of freedom = 3,36	R^2	= .341

*$p < .01$

However, in the latter two analyses the overall discrimination between the three groups was apparently statistically significant using all of the predictor variables. This difference in the results when the variables are analyzed singly and in combination presents a potential interpretive problem. In this situation it is difficult to know if the significant overall test, based on an optimal weighting of all of the predictors, is to be trusted more than the nonsignificant differences when the predictors are analyzed individually. To resolve this dilemma an interpretive rule was established. Unless at least two of the predictor variables discriminated significantly, a significant overall test would not be interpreted.[5] Accordingly, it is concluded that the results of the discriminant analyses offer no support for the proposition that the criterion groups can be discriminated beyond a chance level. To the extent that this principle may lead to error, it errs on the side of caution. Given the small number of cases available for these analyses, it seems appropriate to claim less, rather than more, than the data might justify.[6]

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[5] Nunnally (1967) suggests that some of the predictors, preferably a majority, should individually discriminate between the criterion groups before the discriminant function equation is interpreted with any confidence.

[6] The results of these two analyses are presented in Appendix D.

CHAPTER 6

SUMMARY AND DISCUSSION

This study was designed to determine if variations in the quality of vocational education offered in prisons, and the skill level developed by participants in these programs, are related to the former inmates' post-release adjustment. The literature on rehabilitation suggests that vocational education, in general, is effective with younger inmates, and the intent in this study was to see if the factors that determine this effectiveness could be identified.

On the basis of the evidence in this study, it is not possible to say with any confidence that any particular aspect of a prison vocational education program has an effect on the post-release experiences of former inmates. It was possible through multiple regression analysis to identify several factors that predict a former inmate's life satisfaction and encounters with the law. But the most important variable in the prediction equations was environmental deprivation which was a post-release measure, not a genuine predictor. Although instructor rating was a significant variable in both prediction equations, its contribution to the amount of explained variance was not very large. The other criterion variables of post-release adjustment did not prove to be predictable using the measures gathered in this study.

This, of course, does not challenge the claim that vocational education is an effective approach, perhaps the only effective approach, to rehabilitation in prison. It merely signifies that we are unable to say that "better" programs (defined in terms of any identifiable program or institutional characteristics) produce "better" results. No doubt there are specific features of vocational education programs that contribute directly to their effectiveness, but beyond a suggestion that instructors have some ability to recognize inmates who are benefiting more or less from program participation, the data in this study do not indicate what these features are.

A number of factors have contributed to this generally negative conclusion. Some of these factors (e.g., the difficulties in securing subjects, the problems of incomplete data, the inability to locate subjects in the follow-up phase, etc.) were encountered in the course of executing the study. It is now clear that it is much more difficult to do a study of this type, particularly as an outside research group, than appeared to be the case when the study was planned. Other factors were almost certainly inherent in the nature of the problem under investigation, i.e., it is easier to establish the overall effectiveness of some program such as vocational education than it is to determine the extent to which specific aspects of the program contribute significantly to the effectiveness. This is especially the

case when, as in this study, nearly all of the programs under investigation are relatively good and the variation among them is therefore very small.

Even though the data this study was able to gather do not demonstrate that program variables or skill level are related to post-release adjustment, does this mean that attempts to provide vocational training in prison should be abandoned? Such a conclusion would be quite rash. Even if the available data indicated more conclusively that vocational training has negligible effects, an argument could be made that vocational training should still be provided.

During the course of the site visits to the institutions included in this study, frequent conversations were held with the instructional and administrative staff. In their judgment the main problem of the inmates is not their inadequate technical skills but their lack of work interests and inappropriate work habits.

Although this study was conducted in institutions for adult offenders, the instructional staff frequently referred to the limited work experience of their inmate students and their almost total inability to apply themselves and to persist at tasks. These skills are often considered employability or "job holding" skills as distinct from specific technical skills. They involve, above all, an ability to focus one's efforts on a task which is not inherently interesting or challenging.

The data collected in this study suggest that the former inmates have not developed especially effective employability skills. Almost 45 percent of the interviewees were not working. Those working were only rarely in a job directly related to their area of vocational training. Although the overwhelming majority of the participants reported receiving some document showing that they took job training or other courses while in prison, few of them used these documents in looking for work.

All good instructors try to help their students develop employability skills, but in a prison they must try harder for the average inmate is so deficient in them. In a prison setting, a vocational shop is one of the best settings to try to develop the attitudes and understandings that are basic to getting and keeping a job.

A good vocational shop--one where the instructor is organized and has individualized his instruction--looks very much like a production shop. Each student has a task and works at it. When a student needs advice or has completed a task, he contacts his instructor who assists him much in the manner of a production supervisor. The emphasis is different, of course, since the main goal is instruction not production, but there are many similarities. It is these similarities to regular employment that give the vocational shop a potential to develop adaptive skills that other institutional settings lack.

To realize this potential, vocational instructors must recognize that adaptive skills have as high a priority as specific job content skills. Exceptional instructors recognize this at what appears to be almost an intuitive level. Those who are not so gifted need to understand the importance of adaptive skills and need instruction, themselves, in how to organize and provide appropriate individualized instruction. Educational programs cannot, of course, be planned and implemented on the assumption that exceptional teachers will always be found. Nevertheless, educational leadership can set an expectation that something will be done, that learning will take place. In this study, such a tone seemed to prevail more in some institutions than in others.

There is a possibility that negative results from studies such as the present one will lead to the conclusion that prisons should do nothing but detain. The most interesting aspect of the review by Lipton, Martinson, and Wilks (1974), The Effectiveness of Correctional Treatment, is the impact it has had. It is not a particularly interesting or well-written work, and it does not reach a conclusion that has not been reached many times before. Specifically, it does not reiterate the popular, though simplistic, view that "nothing works." Lipton, et al., have been careful to point out, in replies to critics, that the book's conclusion is not that nothing is effective. The conclusion rather is that there is no known established relationship between specific, defined kinds of treatment and specific, defined kinds of outcomes.

The wide acceptance of the "nothing works" conclusion in popular discussion of corrections probably reflects several decades of unfilled promises. Until recently most professionals in corrections really believed that if enough resources were committed to the task, prisons really could rehabilitate. Today few are as sure. One thing does appear certain, "enough resources" will never be committed. The resistance to taxation and further government programs suggest that the proportion of public funds available for discretionary programs will diminish. In the eyes of many, treatment programs in corrections are discretionary and the evidence indicates they are not producing the results promised.

Yet as long as prison must exist, it would appear that society has some obligation to provide those assigned to them some opportunities to use the time spent there for their own improvement. There is substantial evidence to indicate that vocational training improves the economic well-being of participants (National Council on Employment Policy, 1976). But the evidence becomes more and more equivocal as one attempts to isolate the contribution of specific features of training. It would certainly be possible to design studies that have fewer problems than this one, but even the most carefully designed studies are unlikely to produce very strong evidence. In the final analysis, it seems likely that policies in regard to the provision of vocational training within prisons will have to rest on the

informed judgment of experienced penologists rather than unequivocal research findings. This study, and others like it, may not support efforts to expand training opportunities for inmates, but it should not be used to argue that such opportunities should be abandoned as ineffective.

75

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APPENDIX A

DESCRIPTION OF INSTITUTIONS

CORRECTIONAL INSTITUTION 1

Observation Report

Correctional Institution 1 is a facility where the average length of incarceration for the inmate is 18 months. The training program is a voluntary one for the inmates. They also have a choice of training areas based upon preference of the individual, tests, and counseling. This reduces the number of discipline problems and helps to increase the effectiveness of the instruction. In all shops that were visited, the students were all busy at specific jobs and were quite interested in the work at hand.

The average math and reading level is fifth to sixth grade with a total range from first to high school. The instructors must gear the instruction to the very basics of the trade because of this problem. Accordingly, an inmate pursuing one of the trades will finish the course with only the basic skills and knowledge necessary for entry level into a trade. There will be exceptions to the above statement.

One of the advantages in the training program at Camp Hill is the teacher-pupil ratio. This is one to eight or one to ten. This is conducive to individualized instruction which is a necessity based upon the aforementioned information. While observing the inmates in the shops one gets the impression that there is very good rapport between student and teacher.

The physical facilities leave much to be desired in the auto shop. The shop area is too small making it very difficult to carry on live work. Also an exhaust system is a necessity for health reasons. The equipment in the print shop needs to be updated to bring it more in line with the type of equipment used in the present day printing industry. More emphasis should be placed on offset printing and less on letterpress because that is the direction of the industry.

The welding shop needs some form of exhaust, besides opening windows, in order to take care of the noxious gases and fumes. Presently there is a health hazard.

Whenever possible and feasible, the shops should use live work. This is the case in the machine shop, print shop, and carpet shop.

All students are given pre and post tests in math, reading and language and according to the records approximately 90 percent of the students advance at least one grade level in a year or less.

In conclusion, based upon my observations, discussion with students and teachers, Correctional Institution 1 has an above average vocational training program. The instructors are competent,

recognize the needs and many problems of the students, and have empathy and a desire to help them.

Submitted by E.T.J.

CORRECTIONAL INSTITUTION 2

Observation Report

Correctional Institution 2 is a prison with approximately 1,300 inmates.

The Vocational Training Program has an enrollment of between 550 and 600 persons.

Inmates are interviewed, tested, and assigned by persons from the classification center. Each inmate is assigned to a counselor--each counselor being responsible for 100+ students. Inmates have the choice of changing shops almost at will.

Of all the shops visited, the Machine and Carpentry Shops were the best organized, from an educational viewpoint. The Auto and Auto Body Shops are poorly housed in cramped quarters. Ventilation for the auto body shop is inadequate. Neither shop has the opportunity for live work. All training is accomplished on outdated autos which have been used over and over.

The Print Shop is using printing equipment of horse and buggy vintage.

The outlook and philosophy of the majority of the staff seems to be one of resignation. The general attitude is one of pessimism--not much can be done.

Many reasons were given why specific goals could not be accomplished.

Perhaps the brightest spots in the total training program were the machine shop, welding shop, and carpentry shop.

Submitted by E.T.J.

CORRECTIONAL INSTITUTION 3

Observation Report

The vocational training of inmates is conducted in a relatively new facility. The buildings are well designed in terms of space and light.

The students or inmates are referred to the training center from the maximum security prison. All or most of the testing of the inmate is accomplished prior to his entrance into the training facility. He is assigned either to a vocational or academic program. The tests consist of MAT, ABLE, and SRA.

The vocational training programs are organized in blocks of 20 weeks in all areas. All programs are open ended, meaning that the inmate may enter or leave the specific training area at any time. Each person entering a specific course is given a two-week probation period. This gives him an opportunity to decide whether he likes the course. It also gives the instructor the opportunity to evaluate the inmates interest and ability.

Students have freedom of choice in making their selections. The instructor has the right to recommend that a student be transferred for reasons of discipline, lack of interest, or lack of ability.

The average grade level for all students lies somewhere between 5.0 and 7.6.

All shops are well equipped with good tools and equipment. The shops have adequate space with the possible exception of the autobody and welding shops. The welding shop ventilation is in need of renovation due to the great amount of fumes and smoke. Lighting is very poor in the welding shop.

Teachers are limited in using a wide variety of materials due to low budgets for supplies.

The effectiveness of individualized instruction is reduced in several shops due to the large enrollments--in some instances as high as 22.

Most, if not all of the guidance counseling should be done within the training facility, rather than before the inmate is transferred from maximum security, as it is done now.

One of the excellent instructional devices used was the use of live work wherever possible. This accomplished a twofold purpose. It arouses interest and gives the student some practical experience.

According to the instructors, one of the biggest problems they had to deal with was the lack of sincerity on the part of the student.

Based upon my observation, this training facility has an average or above training program where the interested student may receive basic training for an entry level position or better in some instances.

Submitted by E.T.J.

CORRECTIONAL INSTITUTION 4

Observation Report

The Vocational Training Program at Correctional Institution 4 is primarily an evening program averaging two to three hours for two evenings a week.

The facilities for training are better than average. The instructional staff is very capable and exhibited knowledge of their subject and excellent rapport with the students. The students, who enroll in these classes voluntarily, appeared to be highly motivated and interested. In all areas which were observed, there was a dedication on the part of the students and instructors toward the task at hand.

The instructors work during the day with some of the students enrolled in the evening classes.

Perhaps some planning and initiating of full daytime vocational shops should be given careful consideration. All the ingredients are present--good instructors, interested students, practical experience, excellent equipment and facilities.

The major criticism of the above program is that insufficient hours are allocated to the courses.

Submitted by E.T.J.

CORRECTIONAL INSTITUTION 5

Observation Report

Correctional Institution 5 is a prison and training center with approximately 600 inmates. Inmates are committed to this institution after being interviewed, tested, and classified by a classification committee prior to admittance.

Nearly all the testing and interviewing are done prior to the inmates being sent here. Some testing and interviewing is performed by the counselors at the center. The GATB is one of the tests given here.

Inmates are given an opportunity to select the course of their choice. Courses are set up on a 6 month and 12 month length. Inmates are placed in a course on a trial basis for 30 days, based upon interest and ability. If their first choice does not work out, they are given the opportunity to go into another course, they can also be removed for disciplinary reasons.

A staff of 12 guidance counselors work with the inmates with each counselor being responsible for a group of inmates. The average grade level for the inmates is 5.9.

The shops are well equipped with industrial type equipment.

The instructors are qualified in terms of years of experience in the trades which they are teaching.

One observation which we were able to make was the good housekeeping and safety which was prevalent in all the shops.

Problems with respect to the training program were:

(1) A low budget for supplies was in force for all shops. This prevents instructors from carrying out or incorporating certain kinds of training.

Ex: (a) Carpentry shop must work on models of houses in order to reduce the amount of material used. No opportunity is given to work on installation of insulation, windows, doors, etc.

(b) A machine lies idle because a part is broken and the budget money to buy a new part has been used up.

(2) All the shops with the exception of the Auto Mechanic Shop are too small. This will have a tendency to reduce the kinds and sizes of jobs and operations used in training.

(3) Very little opportunity is given to the student to do live work with the exception of the Auto Mechanic & Heavy Equipment facilities.

Generally speaking, the training program could be considered an average program or better. Classes are maintained with an average of 10 to 12 students which is helpful for individualized instruction.

Submitted by E.T.J.

CORRECTIONAL INSTITUTION 6

Observation Report

The Vocational Training Program at Institution 6 is well organized and ably administered.

Inmates are given the opportunity to select the shop of their choice. There is no time limit as to how long he may stay in a vocational course.

The total enrollment in the vocational program is around 600-650. The staff of instructors appeared very capable and all of them showed an empathy for the problems of the inmates. The total atmosphere throughout the areas of instruction is one of optimism. There was a willingness on the part of the instructors to readily accept a student at whatever level of ability and work with him. The students in all the shops were actively engaged in a variety of jobs and seemed quite interested.

In conversation with a cross section of students, I received the impression that they were quite satisfied with their areas of instruction.

Of all the facilities visited to date, this one would have to rate at or near the top.

Submitted by E.T.J.

CORRECTIONAL INSTITUTION 8

Observation Report

The following comments are made on the basis of spending approximately 8 1/2 hours talking with the director of the Rehabilitative School Authority, teachers--both academic and vocational, and inmate participants in the vocational programs. The third program, namely sewing, was not operational as the teacher was vacationing.

Philosophy

It would appear that the institution attempts to provide quality realistic vocational education programs for those women who select it. Possibly a bigger factor in selection of program than student interest or need to support themselves and/or dependents when returning "to the street" as the inmates say, is institutional need. The programs, if selected as occupations, all lead to what have been termed "pink collar"[1] jobs, namely generally low paying, female identified and female intensive. Each inmate is expected to work for the institution at least 1/2 of each day. For this labor the remuneration is 25¢. Clearly the institutional needs include secretarial services and the skills developed in the sewing program--clothing, draperies, upholstery. The participants in the cosmetology program service both staff and inmates. The director mentioned the desire to develop new programs because of institutional needs. One program identified was horticulture. The facilities exist; the funding does not.

The programs are geared to realistic work world expectations. Since students enter as individuals rather than as classes at set periods of time the instruction and materials are individually paced. Mastery learning appears to be the approach. In the business program all 20 students were working in different aspects of the program. There was some student/student instruction.

Student Selection

Approximately 60 of 300 inmates participate in vocational offerings. This is the limit of the program at the present time. Others avail themselves of the G.E.D. program also available. Some, including many of the vocational program participants, take courses brought to the institution by a nearby community college.

To participate in the vocational program the inmate must be a high school graduate or pass G.E.D. Often the waiting time is long

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[1]Howe, L. K. Pink Collar Workers, Avon Books, N.Y., N.Y. 1977.

to enter the programs. The decision as to who enters and at what time appears to be made outside the school program, that is by the office of the administrator of the facility.

Possibly the biggest factor in "student selection" is the student's own motivation and persistence. Many of the students in the business course have functioned in offices on the street. They are there to avoid boredom and monotony and to guarantee themselves a better job within the institutional setting. Cosmetology, which can only accomodate 12 people, is very popular because the students are there all day to complete the state certification requirement of 2,000 hours and thus avoid any institutional tasks. Few students expressed a desire to pursue the occupations related to their vocational program participation when released.

Testing Program

For the cosmetology program the program completers take the state board examination. Approximately 25 percent reach this stage and usually perform very well according to the instructor of the program.

The business program participants take standardized timed tests for the various skills associated with the occupation.

Facilities and Supplies

The facilities, equipment and supplies with which to work appeared to be adequate and realistic. Each student had her own station in both programs observed. In the business program each desk set up included an electric typewriter and an electric printing calculator. The equipment was not the top line, but appeared in good repair. In the cosmetology program each student had an adequate supply of equipment although larger or specialty items were shared. The instructors indicated that materials and supplies were those regularly used and they had sufficient though by no means a surplus.

Safety in the Shop

The only program for which this would be a consideration is cosmetology. The instructor appeared vigilant in this connection as did students. They advised or admonished about safety factors, particularly to a person using a very hot piece of equipment.

Job Placement

This is not considered a responsibility of the vocational program nor of the institution. Apparently a limited number of inmates receive work/release options. This is on the basis of a lottery rather than on possessing job related skills. This option is available to inmates on the basis of many of the same factors

which make it possible for them to participate in vocational programs and accounts for the high percent of noncompleters.

Relative to securing positions after release, the instructors in the program indicated that they were not supposed to respond to requests for references on former students. The institution administrators believe the certificate of program completion to be sufficient. Not all instructors complied with this rule.

Instructors' Qualifications

All instructors met state certification requirements and had experience in the occupation for which they were responsible.

Submitted by E.M.

APPENDIX B

INSTRUMENTS

The Pennsylvania State University
Institute for Research on Human Resources

Vocational Education
in Corrections

NOTIFICATION OF RELEASE

Institution _____

The inmate indicated below was released from our institution on _____ (mo/dy/yr)

Inmate _____ Number _____

He was released to this address:

Street _____ Telephone _____

City _____ State _____ ZIP _____

If paroled -

Parole Office _____

Parole Agent in Charge _____

Please have inmate read and sign the following prior to release:

I have agreed to participate in the Penn State study of the training inmates receive in prison. As part of my participation, Penn State will send me $5 a month for six months. If Penn State cannot contact me at the address indicated above, I authorize the Parole Board and my parole agent to furnish my correct address to Penn State on request.

Signed _____ Date _____

I have explained this form to this individual and I believe he understands its contents.

Institutional Coordinator _____ Date _____

The Pennsylvania State University
Institute for Research on Human Resources

Vocational Education
in Corrections

PARTICIPATION FORM

Our Institute at Penn State University is studying how useful the training that inmates receive in prison is to them. You have been selected to participate because it is anticipated that you will be released within the next few months.

We hope you will want to participate, but you do not have to do so. If you do take part, you will be asked to do these things:

1. Give the research staff permission to see your file for information on your age, sex, color, educational and work history, arrest and convictions, and standardized test scores.

2. Take a vocational proficiency test shortly before you leave this institution.

3. Keep in touch with Penn State once a month for six months after you leave this institution.

4. Take part in a personal interview about your experiences during the six months after you leave prison.

If you agree to take part, you will be sent five dollars ($5) a month for each of the first six months you are out of prison. If you take part in the interview, you will be paid ten dollars ($10).

Even if you sign this form you still may decline to answer any question or stop participating at any time. All information about you will be kept strictly confidential.

I understand this form and what my participation will involve. I have had an opportunity to ask questions and all such questions have been answered to my satisfaction.

Signed Name _____ Date _____

Printed Name _____ ID Number _____

Institution _____

I have explained this study to this individual and what his participation in it will involve.

Institutional Coordinator _____ Date _____

I was present when this study and form were explained to this individual and I believe that its contents were understood.

Witness _____ Date _____

The Pennsylvania State University
Institute for Research on Human Resources

Vocational Education
in Corrections

INSTRUCTIONS FOR COMPLETING INMATE FACT SHEET

General Directions: The inmate fact sheets are to be used to collect basic information on the characteristics of inmates from the inmate's permanent file. The sheet is a general one and may ask for information which the regular files in any one institution do not include. If this is the case, extra effort should not be made to obtain the missing information. Enter on the sheet only that information which is readily available from the inmates regular files.

Institution: Use either a rubber stamp to enter the name of the institution or write in the first initials of each word in the institution's full name.

Inmate: Enter the inmate's name in the order: last name, first name, middle initial. Be sure to print very clearly, so we know whom the sheet refers to.

Number: Institution identification number of inmate.

Aliases: If it is known that inmate has used a name or names other than one listed above, enter here.

Social Security Number: Enter, if available, three digits/two digits/four digits. For example, 123/45/6789.

Date of Birth: Enter all numbers for the month/day/and last two digits of the year. For example, August 12, 1948 is entered as 8/12/48. The following table lists the number equivalent for each month:

January	- 1	July	- 7
February	- 2	August	- 8
March	- 3	September	- 9
April	- 4	October	- 10
May	- 5	November	- 11
June	- 6	December	- 12

Sex: M = Male, F = Female.

Race: W = White, B = Black, H = Hispanic (Puerto Rican, Cuban, Latin American), O = Other (American Indian, Oriental).

Address: Enter as complete an address as is available from the inmate's file. Enter apartment numbers, box numbers, half numbers, (such as 239 1/2) and any other information which may increase the chance that we can contact the individual after he leaves prison.

Years of school completed prior to commitment: Enter highest number of years of formal education completed. High school graduate = 12; 1 year of college = 13; college graduate = 16.

Training taken prior to commitment: List any specific occupational training such as stenography, carpentry, truck driving, etc.

Occupation prior to commitment: The occupation inmate was engaged in at time of arrest and conviction. "DOT #" refers to the Dictionary of Occupational Titles code number for the job. Please enter these codes, if available, where indicated on the form.

Names of wife and parents: Enter full names.

Addresses of wife, children, and parents: These addresses are important for purposes of follow-up. If there are any additional addresses which you think may be useful, such as other relatives, please enter them on the back of the sheet, below the section "Prior Arrests."

Under the heading "Experience in Present Institution:

Offense: The offense for which inmate is presently serving sentence. The length of sentence may be given in terms of years and months.

Test Results: IQ: Enter the inmate's score from most recent test taken. If not a standard score with a mean of 100, indicate type of scale.

Reading; Mathematics; If not in terms of grade level, indicate type of scale.

Institutional Work Assignment: If inmate has had more than one assignment, enter the assignment at which inmate worked the longest. If inmate has had two assignments of equal, or almost equal length, enter both.

Academic and Vocational Courses: Enter titles of courses and number of months each was attended. For academic courses indicate whether they were at basic or secondary educational level. If more space is needed, enter course title(s) and number of months attended below section "Prior Arrests," or, if necessary, on separate sheet of paper.

Prior Arrests: Enter all previous arrests in the inmates file. Charge refers to the criminal activity involved such as theft, assault, rape, etc. The disposition refers to whether charges were dismissed, inmate pleaded guilt, found guilty or not guilty etc. If the inmate was found guilty and incarcerated, enter where he served his sentence and what dates (mor /year).

The Pennsylvania State University
Institute for Research on Human Resources

Vocational Education
in Corrections

Inmate Fact Sheet

Institution_____

Background Data:

Inmate_____ Number_____

Aliases_____ Social Security Number_____

Date of birth_____ Sex_____ Race_____ Height_____ Weight_____

Legal address_____
(Street) (City)

Years of school completed prior to commitment_____

Training taken prior to commitment_____

Occupation prior to commitment_____ DOT #_____

Employer_____ How long held last job_____

Other jobs held one year or longer_____

_____

Any special characteristics of resident, such as physical handicaps or language, that might influence obtaining employment_____

_____

_____

Marital status_____ (If no wife or children, so state below.)

Wife's name_____ Age_____

Wife's address_____ Phone_____
(Street) (City)

Ages of children_____

If children not with wife, name and address of guardian(s)_____

_____

Parents (If deceased, so state below.)

Father's name and address_____ Age_____

Occupation_____ Employer_____

Mother's name and address_____ Age_____

Occupation_____ Employer_____

Experience in Present Institution:

Offense_____ Sentence_____ to _____

Date entered institution_____ Date eligible parole_____

Test results:

	Score	Test Used
IQ	_____	_____
Reading	_____	_____
Mathematics	_____	_____

Institutional work assignment _____ DOT # _____

Educational/Training

	Title	Month attended
Academic courses	_____	_____
	_____	_____
Vocation courses	_____ DOT #_____	_____
	_____ DOT #_____	_____

Security classsification Initial_____ Present_____

Number of misconduct reports_____ Number of disciplinary hearings_____

Prior Arrests

Date	Charge	Disposition	If Incarcerated Where	Dates

The Pennsylvania State University
Institute for Research on Human Resources

Vocational Education in Corrections

INSTRUCTOR EVALUATION FORM

Institution _____

Inmate _____ No. _____

Instructions: The inmate listed above has agreed to take part in a study of vocational training being conducted by Penn State University. Part of this study involves obtaining ratings of the inmate's classroom performance from his instructor. Please complete this form and return to the coordinator for the study in your institution.

1. How long was this inmate a student in your class? ____ weeks/months (circle one)

2. Approximately how many total hours of instruction did he receive in your class?

   _____ hours

3. How did he behave himself in class in comparison to other students you have taught at this institution?

   ☐ Top 20 percent - among the better behaved students

   ☐ Second 20 percent - a well behaved student

   ☐ Third 20 percent - behaves like the average student

   ☐ Fourth 20 percent - a poorly behaved student

   ☐ Bottom 20 percent - among the worst behaved students

4. How would you rate his cooperativeness--how easy he was to get along with--in comparison to other students you have taught at this institution?

   ☐ Top 20 percent - always cooperative, very easy to get along with

   ☐ Second 20 percent - usually cooperative, easy to get along with

   ☐ Third 20 percent - average in cooperation

   ☐ Fourth 20 percent - usually uncooperative, hard to get along with

   ☐ Bottom 20 percent - never cooperative, very hard to get along with

(Please turn to other side)

5. How would you rate his work habits in your class--his initiative, diligence, and productivity--in comparison to other students you have taught at this institution?

- ☐ Top 20 percent - among the hardest working students
- ☐ Second 20 percent - above average in work habits
- ☐ Third 20 percent - average in work habits
- ☐ Fourth 20 percent - a poor worker
- ☐ Bottom 20 percent - among the worst workers

6. How would you rate his skill in the trade you teach in comparison to other students you have taught at this institution?

- ☐ Top 20 percent - among the better students in this skill
- ☐ Second 20 percent - a good student
- ☐ Third 20 percent - an average student
- ☐ Fourth 20 percent - a poor student
- ☐ Bottom 20 percent - among the poorest students

7. If you were an employer and knew what you do about the skill level, work habits, and general attitude of this student, would you want to hire him?

- ☐ Yes, would definitely want to hire him
- ☐ Probably would want to hire him but would have some doubts
- ☐ Undecided
- ☐ Probably would not hire him, have too many doubts about him
- ☐ No, would definitely not want to hire him

Instructor _____ Class _____

Comments:

The Pennsylvania State University
Institute for Research on Human Resources

Vocational Education
in Corrections

INSTRUCTIONS FOR FOLLOW-UP INTERVIEWERS

Overview: The information to be collected in this interview is for a study of the vocational training which inmates receive while in prison. All of the respondents to be interviewed received vocational training and have agreed to take part in this study. They have been receiving five dollar checks for the past five months or longer as an incentive to keep current addresses on file with our Institute. They have also been promised they will be sent a ten dollar check after they participate in these interviews.

Your responsibilities as an interviewer are as follows:

1. Contact the respondent and schedule a convenient time and place for the interview.

2. Conduct the interview and enter the information obtained in the questionnaire.

3. At the indicated points in the interview, request the respondent's permission to send mail questionnaires to

   a. the respondent's direct supervisor,

   b. the respondent's parole officer.

4. If the respondent agrees to the requests, get the respondent's signature on the Supervisor and Parole Officer Questionnaires.

5. After the interview is completed, you should fill out the Interviewer Report and the Environmental Deprivation Scale.

6. Assemble all material on the respondent and return it in one of the postage paid envelopes to Penn State.

Each of these responsibilities is discussed in more detail below.

Contacting the Respondent

The assignment card for each respondent lists: (1) the address to which the monthly checks were sent, (2) basic identifying information, (3) the correctional institution from which the individual was released, (4) the date of release, and (5) the vocational training the inmate received while in prison. It also has space for recording contacts and appointments made with the respondent.

The identifying information on each respondent should be verified and entered on the front page with the information on the assignment card. This information can be used to assure you have contacted the correct respondent. Since we are paying respondents for the interview, there is a slight chance some people may try to pass themselves off as the real respondents. If the physical features do not match the information supplied, ask the individual who claims to be the respondent his/her date of birth. If the individual cannot supply this, he/she is clearly an imposter.

Conducting the Interview

Section A. This section will supply much of the information you will need for completing the Environmental Deprivation Scale, especially items 6, and 8 through 15. It contains many open-ended questions. Take some time with these questions and use the probes to draw out the respondent. Try especially to have the respondent describe his/her own behavior and that of others around him/her rather than just express opinions or attitudes.

Section B. This section concerns the training the respondent received while in prison. Some respondents will have studied more than one program (occupational area)

such as auto mechanics and electricity. Space is provided for recording answers on both. On the questions that ask the respondent to rate his/her training, such as B5a, b, and c, read each of the alternatives before pausing to allow the respondent to answer.

B-9, suggestions to improve job training, is very important. Record any suggestions received as fully as possible. Follow-up any ambiguous responses to make sure they are understandable.

Section C. This concerns the current job(s) that the respondent holds. If the respondent has no job at the time of the interview, only questions C-1, C-3, and C-39 to C-41 are asked. If the respondent has two jobs, ask questions C-4 through C-36 twice, first for the main job and then for the second job.

C-37 in this section involves the Supervisor Questionnaire. If the respondent has more than one job, this questionnaire concerns the main job, the one at which he/she works the most hours. Give the questionnaire to the respondent to review. If he/she gives permission for Penn State to send the questionnaire to his/her supervisor, be sure to have the respondent sign it and to get the full name of the supervisor and the address of the company where he/she works. The Supervisor Questionnaire should be returned to Penn State together with the other interview material. Penn State will do the actual mailing of the signed Supervisor Questionnaire.

Questions C-38 through C-41 provide data on the financial condition of the respondent that should be useful in completing items 2 and 3 of the Environmental Deprivation Scale.

Section D. This section covers all jobs the respondent held from the time he/she left prison up to--but not including--his/her current job. The steps in obtaining this information are—

1. Give Card 1, the calendar for 1977-1978 to the respondent.

2. Have him/her report each job worked at two weeks or more and the date he/she started and stopped working at each job. If he/she cannot give you an exact date, try for a week.

3. After recording all jobs in the space provided in D-1, take back Card 1 and draw lines through all weeks accounted for by jobs.

4. List the periods when the respondent was not working on the page following question D-1, and ask question D-1a and, where appropriate, D-1b about each period.

5. Ask questions D-2 to D-14 for each job listed under D-1. Ask all the questions about each job separately, and repeat the questions for each job listed. This procedure is easier for the respondent for it focuses on one job at a time rather than attempting to jump from one job to another.

Section E. Although the title of this section is job training, these questions are also to be asked about other educational programs such as a high school equivalency or college program.

Section F. This section concerns new law encounters that are a matter of public record. It contains no questions about crimes the respondent may have committed for which he/she has not been charged. If the respondent starts to volunteer such information, do not allow this to continue. If the respondent were to reveal crimes to you and through you to Penn State, we would be obligated to report these to the police. If we did not, we would be accessories after the fact. Conversely, if the respondent has been picked up, arrested, or tried for a crime he/she claims he/she did not commit, it should be recorded in Section F, for this is the public record of this respondent.

Question F-1 and F-2a - F2c concern violations of the conditions placed on the respondent's parole. Often parolee's must not travel without their parole agent's approval, must stay out of public drinking places, and so on. Violation of

these conditions, while not crimes, are technical parole violations and can result in parole being revoked. These questions ask about any such violations.

Questions F-3 through F-5f follow a sequence of severity. Being picked up or questioned about a crime is less severe than being arrested or charged with a crime, being brought to trial is more severe than being charged. The final question F-6 concerns being locked up, and this can occur because of parole violations as well as for new crimes.

Section G. The rating scale on Card 2 is to be used to answer all questions in Section G. As much as possible, encourage the respondent to give first impressions and not to ponder over an answer. Get Card 2 back after this section is completed.

Section H. This is the last section in which the respondent participates. The procedure with the Parole Officer Questionnaire is identical to that for the Supervisor Questionnaire. Give the questionnaire to the respondent to review. If he/she gives permission for Penn State to send the questionnaire to his/her parole officer, have the respondent sign the questionnaire and get the full name and address of the parole officer. If the respondent cannot give you the address of his officer, check the phone book or, if necessary, call the parole office to get the correct address. The signed questionnaire is to be returned with other interview materials to Penn State. Penn State will mail the questionnaire to the parole officer.

The last thing the respondent is to do is to select one of the envelopes containing the Secret Questionnaire. This questionnaire asks about new criminal activity but it is completely anonymous, and, hence, we cannot identify which respondent reported which crimes. In this way we can avoid any criminal liability. This questionnaire should be left with the respondent for him/her to complete and return. You should not be present when it is completed. Spread all the envelopes with the questionnaires enclosed before the respondent so he/she may choose any one.

Section I. After the interview, not in the respondent's presence, complete the Interviewer Report and the Environmental Deprivation Scale (EDS). Further directions for scoring the EDS follow.

The Environmental Deprivation Scale (EDS)

The EDS is based on the assumption that a person's behavior reflects the way "things are going for him/her" at the moment. Behavior can be predicted by examining the input and support provided by the people and situations in his/her particular environment which encourage and reinforce socially acceptable behavior. Such support "keeps a person going," making it probable that current behavior patterns will continue as long as the environment remains supportive. Deprivation, or lack of support from the environment, will result in behaviors which deviate from society's accepted norm--maladaptive behaviors like crime, "mental illness," and alcoholism.

It is important to note that some people are "supported" for maladaptive behaviors; for example, a man may find the excitement of burglarizing homes much more rewarding than holding down a steady job. His wife or girl friend may also reward him for this illegal behavior. In the context of the EDS, the term "environmental support" refers to support for socially acceptable rather than maladaptive behavior. The interviewer, however, must be alert to the possibility that a person is receiving support for maladaptive behavior. This "inappropriate" support should be considered deprivation.

The EDS measures the effect of environment on a person's behavior by dividing the environment into three broad areas: occupational activities, institutional activities, and interpersonal relationships. The 16 items within these areas provide a checklist for measuring the behavioral support someone receives.

The area of occupational activities includes the item employment and the related items of income, debts, job participation, and job status. These items examine the

person's behavior in terms of hours worked, wages earned, and money management. Involvement in work and the satisfaction derived from it are also considered.

The area of institutional activities contains the items hobbies and avocations, education, residence, church, and other organizations. These items examine the use of leisure time in such activities as working on hobbies, attending church, and participating in club activities. The amount of time spent on household tasks and home inprovements and descriptive statements about his/her home indicate how much satisfaction and environmental support is provided by the individual's home. Additionally, the amount of formal education the person has received is recorded.

The are of interpersonal relationships involves the items friends, relatives, parents, wife, and children, measuring the person's interaction with these "significant others." Their behavior is important in terms of whether it supports or encourages socially acceptable behavior on the respondent's part. The sisteenth item, fear, deals with the person's self-concept and confidence in his/her ability to cope with the environment.

The EDS is a method of systematically determining the extent of an individual's environmental support or deprivation in the areas represented by these 16 items. The environmental deprivation of an individual is reflected on the EDS by a numerical score, obtained by giving each of the 16 items on the scale a value of "1" (deprivation) or "0" (support). If a man shows deprivation on any item--for example, if he is unemployed--he is scored "1" for that item. The higher his total score, the greater the deprivation he is experiencing. Some environmental deprivation is common, and scores as low as 1 or 2 are very unusual. However, a great deal of deprivation is a danger signal which indicates that the individual's sources of support for socially acceptable behavior are quite limited, increasing the likelihood of deviant behavior. High EDS scores of 15 and 16 are quite infrequent, however, because such extreme deprivation is very rare.

The Pennsylvania State University
Institute for Research on Human Resources

Vocational Education in Corrections

FOLLOW-UP QUESTIONNAIRE

Respondent_____ Social Security Number _____

Address_____
(Street) (City)

Date of birth_____ Sex____ Race_____ Height____ Weight____

Released from_____ Date of release _____

Interviewer_____ Date_____

Time of interview: Start _____ A.M. P.M. Stop _____ A.M. P.M.

A. LIVING ARRANGEMENTS, FAMILY, LEISURE

INTRODUCTION: As you know, Penn State is doing a study of the training that people receive while in prison. The basic purpose is to find out if the training is of any use after they are released. I would like to talk with you about your experiences from the time you left (name of prison) to the present.

A-1 Let's start with the day you were released. According to the information given Penn State, you were released _____. Is this date correct?

☐ Date correct ☐ Not correct → Actual date_____

A-2 Where did you go to live when you left (name of prison)_____

A-3 Are you still living at the same place you returned to?

☐ Yes ☐ No

a. How many different places have you lived at since being released?

☐ One ☐ Two ☐ Three ☐ Four ☐ Five or more

A-4 Do you think you will stay where you are living for a while or do you plan to move?

IF INTERVIEW NOT AT RESPONDENT'S HOME

a. What kind of building are you living in?

☐ Single family home
☐ Apartment house
☐ Rooming house
☐ Hotel, YMCA
☐ Trailer
☐ Other (Specify)_____

A-5 Who pays the rent where you are living?

☐ Respondent

a. How much is your rent?

$_____ wk/mo (Circle one)

☐ Other person, no rent

b. Do you pay board or help out with expenses?

☐ Yes ☐ No → SKIP to A-6.

c. How much do you pay? $_____

d. Is making these payments much of a problem for you?

☐ Yes ☐ No

(Comment) _____

_____

A-6 Whom do you live with at the present time? (Check as many as apply.)

☐ No one → SKIP to A-11

☐ Both parents

☐ Mother only

☐ Father only

☐ Brother or sister

☐ Wife/Husband

☐ Female friend

☐ Male friend

☐ Other (Who) _____

A-7 How well do you get along with those (the person) you live with?_____

_____

_____

A-8 How often do you have arguments with those (the person) you live with? (PROBE: What do you usually argue about?) _____

_____

_____

A-9 Do you do things at home with those (the person) you live with? (IF YES, What kinds of things?_____

_____

_____

A-10 Do you ever spend time away from your home with those (the person) you live with? (IF YES, when was the last time you spent time together away from home? What did you do?_____

_____

_____

IF NOT LIVING WITH PARENTS

A-11 Do you ever get a chance to see your parents?

☐ Yes ☐ No → SKIP to A-12 ☐ No, parents are dead → SKIP to A-12

a. When was the last time you saw your mother? (PROBES: How did she greet you? What did you do together? How long did you spend with her?) _____

_____

_____

b. How about your father, when was the last time you saw him? (PROBES: How did he greet you? What happened then? How long did you spend with him?)

_____

_____

A-12 Do you keep in touch with other members of your family such as brothers or sisters, aunts or uncles? (IF YES, How do you keep in touch? How often do you see them? When was the last time? What did you do together?)_____

_____

_____

_____

A-13 Do you have any children, either your own or adopted?

☐ Yes ☐ No → SKIP to A-14.

a. Sex: Males _____ Females _____

b. Ages: Males: _____ Females: _____

c. Where does (do) he/she (they) live?_____

d. Are you able to find some time to spend with him/her (them)? (IF YES, How often? When did you last spend some time with him/her (them)? What did you do?)_____

_____

_____

_____

A-14 What do you usually do during the times you are not working?_____

_____

_____

A-15 How many nights a week do you spend time with friends? (IF ONCE A WEEK OR MORE, where do you usually see your friends? What do you and your friends do?)

_____

_____

_____

A-16 Do you have any hobbies or activities you are especially interested in? (IF YES, what are they? When did you last spend some time at them?) _____

_____

_____

A-17 Do you attend church or other religious activities? (IF YES, How often? When was the last time you attended? IF NO, Why?)_____

_____

_____

A-18 Do you belong to any other organized clubs or groups? (IF YES, what kind of groups are they? When was the last time you took part in one of their activities?)

_____

_____

_____

B. PRISON TRAINING: JOB ASSIGNMENT AND/OR VOCATIONAL EDUCATION

B-1 Now I would like to talk with you about the job training, in other words, the Vocational Education in prison. (Name of prison) reported to Penn State that you took job training in (from assignment card). Is this correct?

- ☐ Yes
- ☐ Yes, and also took _____.
- ☐ No, took training in _____.

a. Did you have a job assignment while in prison?

☐ Yes ☐ No → Why? _____

b. What was your main and/or longest job assignment? _____

c. Did you receive any training experience while on this job assignment?

☐ Yes ☐ No

Interviewer Note 1a: Say "I would like to ask you about both the vocational education and job assignment experiences you had while in prison. First, I'll ask you about the (both of the) Vocational Ed. Program(s) you participated in, then about your main job assignment."

Interviewer Note 1b: Say "Now I would like to ask you about the (both of the) vocational education program(s) in which you participated."

	Vocational Education Longest Program	Second Program	Job Assignment
B-2 Approximately how many weeks or months of training did you take?	____ wk / mo	____ wk / mo	____ wk / mo
B-3 How many hours per day?	____ hr	____ hr	____ hr
B-4 Was the job training you took in prison the kind you most wanted?	☐ yes ☐ no	☐ yes ☐ no	☐ yes ☐ no
(IF NO: ASK) a. What kind of training did you really want?	_____ _____	_____ _____	_____ _____

B-5 I have some questions about the instructor(s) in the program(s) you took. I'll ask the question and read various possible answers. I would like you to choose the answer that best reflects how you feel.

a. How well did you get along with the instructor. Would you say you (READ ALTERNATIVES)

Got along very well	☐	☐ Very
Got along well	☐	☐ Well
Got along OK	☐	☐ OK
Did not get along well	☐	☐ Not
Did not get along at all	☐	☐ At all
Don't know; can't decide	☐	☐ DK

	Longest Program	Second Program	Job Assignment
b. How much did your instructor encourage you to try to learn and do your best in class? Would you say your instructor was (READ ALTERNATIVES)			
Very encouraging	☐	☐ Very	☐
Encouraging	☐	☐ Enc.	☐
Neutral - neither encouraging nor discouraging	☐	☐ Neut.	☐
Discouraging	☐	☐ Dis.	☐
Very discouraging	☐	☐ Very	☐
Don't know, can't decide	☐	☐ DK	☐
c. How good was your instructor at explaining things in a way that made them easy to understand? Would you say your instructor explained things (READ ALTERNATIVES)			
Very well (everything was easy to understand)	☐	☐ Very	☐
Well (most things were easy to understand)	☐	☐ Well	☐
Not too well (some things were hard to understand)	☐	☐ Not	☐
Poorly (many things were hard to understand)	☐	☐ Poor	☐
Very poorly (everything was hard to understand)	☐	☐ Very	☐
Don't know, can't decide	☐	☐ DK	☐
d. Do you think your instructor was really interested in teaching the students or just putting in time?			
Really interested	☐	☐ Really	☐
Putting in time	☐	☐ Putting	☐
Don't know, can't decide	☐	☐ DK	☐

		Longest Program	Second Program	Job Assignment
B-6	Did the job training you received in prison help you get a job after you got out? (IF YES, ASK:) a. What job?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
B-7	Has the job training you received in prison been useful to you in any other ways since you have been out? (IF YES, ASK:) a. What ways has it been helpful?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

	Longest Program	Second Program	Job Assigrment

B-8 Overall, how satisfied are you with the job training you received while in prison? Would you say you are
(READ ALTERNATIVES)

Very satisfied	☐	☐ Very	☐
Satisfied	☐	☐ Sat.	☐
Neutral - neither satisfied nor dissatisfied	☐	☐ Neut.	☐
Dissatisfied	☐	☐ Diss.	☐
Very dissatisfied	☐	☐ Very	☐
Don't know, can't decide	☐	☐ DK	☐

B-9 Do you have any suggestions to improve the job training given in prison? What changes could be made to make the training better?

_____

_____

_____

B-10 Did you take any other education courses while in prison, besides job training?

☐ Yes ☐ No → SKIP to B-11.

a. What courses were they? How long did you take them?_____

_____

b. Have these courses been of any use to you since you got out? (IF YES, In what ways have they been helpful?)

_____

_____

_____

B-11 Did you get any diplomas, certificates, or letters that showed you took job training or other courses while at (name of prison)?

☐ Yes ☐ No → SKIP to C-1.

a. Have you used these when you are looking for a job? (IF YES, Are they of any help?)

_____

_____

_____

C. CURRENT JOB STATUS

Now I would like to talk to you about jobs.

C-1 Which of the following best describes what you were doing most of last week? (Check all that apply)

- ☐ Working-full time or part time
- ☐ Have a job but not working
- ☐ Looking for work -- (SKIP to C-3 if this is only item checked)
- ☐ Keeping house --
- ☐ Going to school --
- ☐ Unable to work --

(SKIP to C-39 if this is only item checked)

- ☐ Incarcerated -- (SKIP to D-1)
- ☐ Other (Specify _____

_____ (SKIP to C-39 if this is only item checked)

C-2 (If WORKING or WITH A JOB to C-1 ASK:)

a. Do you have more than one job at the present time?

- ☐ Yes -- (SKIP to Note 2)
- ☐ No -- (SKIP to C-4) (Unless also looking for work to C-1)

C-3 (If LOOKING FOR WORK to C-1 ASK:)

a. How long have you been actively looking for work? _____ wk, mo (CIRCLE ONE)

b. What have you been doing to try to find work? (CHECK ALL METHODS USED, DO NOT READ LIST)

- ☐ Followed leads from friends and relatives
- ☐ Followed leads from parole agent
- ☐ Checked with employers "cold" (without prior referral)
- ☐ Checked with state employment service
- ☐ Checked with private employment agency
- ☐ Checked with previous employers
- ☐ Checked with union
- ☐ Answered newspaper ads
- ☐ Other (SPECIFY) _____

c. On the average, how many personal contacts with possible employers do you make per week? _____ #/Week

d. On the average, how many hours per week do you spend looking for work? _____ Hrs/wk

e. How far do you travel looking for work? _____ Miles

f. Have any of the employers you have applied to known you have served time in prison?

☐ Yes ☐ No → SKIP to C-39, if the individual is not employed full time or part time.

g. How did they know? _____

_____

_____

h. Did they say anything about it? What? _____

_____

_____

i. What type of work are you looking for ? _____

_____

_____

j. Is the work you are looking for related to the vocational preparation you received in prison?

☐ Yes ☐ No

NOTE: SKIP TO C-39

INTERVIEWER NOTE 2: IF RESPONDENT HAS MORE THAN ONE JOB, SAY "I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR JOBS. FIRST, LET'S TALK ABOUT THE ONE WHERE YOU WORK THE MOST HOURS PER WEEK." (ASK C-4 - C-36 FOR MAIN JOB AND THEN REPEAT FOR SECOND JOB).

		MAIN JOB	SECOND JOB
C-4	How many hours did you work last week on this job?	_____ Hours	_____ Hours

If 35 or More - SKIP to C-10
If 1 - 34 -- ASK C-5 - Skip C-8, C-10
If 0 -- ASK C-8

115

C-5 Do you usually work 35 hours or more a week on this job?

☐ Yes ☐ No — ☐ Yes ☐ No

	MAIN JOB	SECOND JOB
C-6 (If "YES," ASK:) What is the reason you worked less than 35 hours last week on this job? (MARK APPROPRIATE REASON)		
	☐ . . . . . Slack work	☐
	☐ . . . . . Material shortage	☐
	☐ . . . . Plant or machine repair . .	☐
	☐ . . . New job started during week .	☐
	☐ . . . Job terminated during week . .	☐
C-7 (If "NO," ASK:) What is the reason you usually work less than 35 hours a week on this job? (MARK APPROPRIATE REASON)	☐ . . Could find only part-time work .	☐
	☐ . . . . . Labor dispute	☐
	☐ . . . Did not want full-time work .	☐
	☐ . Full-time work week under 35 hours	☐
	☐ . . . . . Attends school	☐
	☐ . . Holiday (legal or religious) . .	☐
	☐ . . . . . Bad weather	☐
	☐ . . . . . Own illness	☐
	☐ . . . . . On vacation	☐
	☐ . . . Too busy with housework, personal business, etc. . . .	☐
	☐ Other (Specify)	☐
	_____	_____
	_____	_____

NOTE: SKIP TO C-11

		MAIN JOB	SECOND JOB
C-8	Why didn't you work any hours last week? (MARK APPROPRIATE REASON)	☐ . . . . . Own illness . . . . . ☐ ☐ . . . . . On vacation . . . . . ☐ ☐ . . . . . Bad weather . . . . . ☐ ☐ . . . . . Labor dispute . . . . . ☐ ☐ . New job to begin within 30 days . ☐	
		LAYOFF - ASK:	
		☐ Temporary layoff (less than 30 days) ☐ ☐ . . Indefinite layoff (30 days or more or no definite recall date) . . ☐ ☐ . . . . . School interfered . . . . ☐ ☐ . . . . . Other (Specify) . . . . . ☐	
		_____ _____ _____ _____	
C-9	Are you getting wages or salary for any of the time off LAST WEEK?	☐ Yes ☐ No	☐ Yes ☐ No
C-10	Do you usually work 35 hours or more a week at this job?	☐ Yes ☐ No	☐ Yes ☐ No
C-11	Whom do you work for (name of company or employer?)	_____ _____	_____ _____
C-12	In what city and state is _____ located? (CO. or EMP.)	CITY _____ STATE _____	CITY _____ STATE _____
C-13	When did you start working for them?	___/___/___ MONTH DAY YEAR	___/___/___ MONTH DAY YEAR

C-14 How did you find out about this job? (CHECK SOURCE GIVEN, Do not accept "Applied to office." How did respondent find out a job might be available?)

- ☐ Friend or relative
- ☐ Applied "cold" (without prior information)
- ☐ Newspaper ad
- ☐ Parole officer
- ☐ State employment service
- ☐ Private employment agency
- ☐ Former employer
- ☐ Other (Specify)

MAIN JOB	SECOND JOB

C-15 What kind of business or industry is this? What does it make or do?

C-16 Are you (READ LIST)

- ☐ An employee of a private company or business, working for wages, salary, or commission?
- ☐ A government employee either federal, state, county or local?
- ☐ Working without pay in family business or farm?
- ☐ Self-employed in your own business or farm?

C-17 What kind of work do you do? (For example: laborer, assembler, truck driver).

C-18 What are your most important activities or duties? (For example: load trucks, running a machine).

C-19 What is your job title?

C-20 How similar are the things you do on this job to the job skills you studied at (name of prison)? Would you say they are (READ ALTERNATIVES)

Identical	☐	Identical
Very similar	☐	Very
Somewhat similar	☐	Somewhat
Not very similar	☐	Not very
Completely different	☐	Completely
Don't know, can't decide	☐	D K

MAIN JOB SECOND JOB

C-21 How well did the job training you received at (name of prison) prepare you for this job? Would you say you received (READ ALTERNATIVES)

Excellent preparation	☐	Excellent
Good preparation	☐	Good
Fair preparation	☐	Fair
Poor preparation	☐	Poor
No preparation	☐	No
Don't know, can't decide	☐	D K

INTERVIEWER NOTE 3 : IF RESPONDENT WORKS WITHOUT PAY IN C-16, SKIP TO C-32.

C-22 When you started this job, how much were you paid before deduction for taxes, social security, union dues, and so on.

MAIN JOB		SECOND JOB	
$_____.		$_____	
per ☐	Hour	per ☐	Hour
☐	Day	☐	Day
☐	Week	☐	Week
☐	Two weeks	☐	Two weeks
☐	Month	☐	Month
☐	Other	☐	Other

		MAIN JOB	SECOND JOB
C-23	What is your current rate of pay before deductions?	$_____ PER ☐ Hour ☐ Day ☐ Week ☐ Two weeks ☐ Month ☐ Other	$_____ PER ☐ Hour ☐ Day ☐ Week ☐ Two weeks ☐ Month ☐ Other
C-24	Do you usually earn incentive payments, commissions, tips or other money in addition to your regular wage or salary?	☐ Yes ☐ No → (SKIP to C-26)	☐ Yes ☐ No → (SKIP to C-26)
C-25	How much do you usually earn from these? (FILL IN DOLLAR AMOUNT AND TIME PERIOD.)	$_____ PER_____	$_____ PER_____
C-26	How many hours per week do you usually work at this job?	_____ # HRS/WK	_____ # HRS/WK
C-27	Do you receive extra pay when you work more than a certain number of hours?	☐ Yes ☐ No ☐ No, other time off ☐ Never work over-time	☐ Yes ☐ No ☐ No, other time off ☐ Never work over-time
	(IF YES TO C-27 ASK)		
	a. After how many hours do you receive extra pay?	_____ Hours/day _____ Hours/week	_____ Hours/day _____ Hours/week
	b. For the extra hours are you paid at your regular rate, time and one-half, double-time or what? (Check as many rates as apply.)	☐ Regular rate ☐ Time and 1/2 ☐ Double time ☐ Other _____	☐ Regular Rate ☐ Time and 1/2 ☐ Double time ☐ Other _____
	c. About how often do you work more than regular hours?	☐ everyday ☐ several times/ week ☐ once/week ☐ once every 2 or 3 weeks ☐ once a month or less	☐ everyday ☐ several times/ week ☐ once/week ☐ once every 2 or 3 weeks ☐ once a month or less

	MAIN JOB	SECOND JOB
C-28 Some people would like to work more hours per week if they were paid for it. Others would prefer to work fewer hours a week even if they earned less. Would you prefer more hours and more pay, fewer hours and less pay, or about the same number of hours at the same pay?	☐ More hours/more pay ☐ Fewer hours/ less pay a. About how many hrs would you like to work? _____ ☐ Same hrs, same pay	☐ More hours/more pay ☐ Fewer hours/ less pay a. About how many hrs would you like to work? _____ ☐ Same hrs, same pay
C-29 Is your rate of pay on this job set by collective bargaining agreement between your employer and a union or employee association?	☐ Yes ☐ No — (SKIP TO C-32)	☐ Yes ☐ No — (SKIP TO C-32)
C-30 What is the name of the union or employee association?	_____	_____
C-31 Are you a member of this union or employee association?	☐ Yes ☐ No	☐ Yes ☐ No
C-32 How well do you like this job? Would you say you (READ ALTERNATIVES)		
Like it very much	☐	☐ Very
Like it	☐	☐ Like
Neutral, neither like it nor dislike it	☐	☐ Neutral
Dislike it	☐	☐ Dislike
Dislike it very much	☐	☐ Very
Don't know, can't decide	☐	☐ D K
C-33 What parts of the job do you like?	_____	_____

	MAIN JOB	SECOND JOB
C-34 What parts do you dislike?		
C-35 Do you want to stay at this job for a while or would you like to get a different one? (PROBE FOR REASONS)		
C-36 Does your employer know you served time in prison?	☐ Yes ☐ No	☐ Yes ☐ No
a. How about the people you work with, do any of them know?	☐ Yes ☐ No	☐ Yes ☐ No
(IF YES TO C-36 or C-36a ASK)		
b. Has your record caused you any problems on this job?		
(IF YES, what kind of problems, with whom?)		

INTERVIEWER NOTE 4: IF MORE THAN ONE PRESENT JOB (SEE C-2), SAY: NOW LET'S TALK ABOUT YOUR SECOND JOB. AND ASK C-4 to C-36

C-37 If you don't have any objections, we would like to ask your supervisor some questions about your job. Here is a copy of the questionnaire we would like to send him. If you agree, will you sign this questionnaire to show your supervisor we have your permission to ask these questions? (GET SIGNATURE ON SUPERVISOR QUESTIONNAIRE)

a. Could you give me your supervisor's full name and the mailing address of the company?

Supervisor's Name_____

Company Address_____

C-38 Besides the pay from your job(s), do you have any money coming in from any other sources?

☐ Yes ☐ No → SKIP TO C-40

↓

a. What are these sources?_____

_____

b. How much do you receive and how often?_____

_____

SKIP TO C-40

C-39 Where are you getting money to live on?_____

_____

a. (IF ANY SOURCES) How much have you been getting?_____

C-40 Are there any people, not counting yourself, whom you are supporting?

☐ Yes ☐ No → SKIP TO C-41

↓

a. Who are they? (CHECK ALL MENTIONED)

☐ Wife (female friend)/Husband (Male friend)

☐ Children - How many? _____

☐ Mother

☐ Father

☐ Siblings - How many? _____

☐ Others (SPECIFY)_____

_____

C-41 Have you been able to keep up with your expenses on the money you have coming in? (PROBES: Any major debts? Behind on rent, installment payments? Any problems with bill collectors?)

_____

_____

_____

_____

D. PERIOD FROM RELEASE TO PRESENT JOB

D-1 Now, I would like you to tell me every employer for whom you worked for 2 weeks or longer, full or part-time, from the time you left (name of prison). . . (MONTH AND YEAR FROM A-1) including your present job. Using this calendar (GIVE RESPONDENT CARD 1) to help you remember, can you tell me the name of each employer and the dates you started and stopped working for each one?

(LIST EACH EMPLOYER AND DATES

Employer	Started Mo Dy Yr	Stopped Mo Dy Yr	Employer	Started Mo Dy Yr	Stopped Mo Dy Yr
_____	__/__/__	__/__/__	_____	__/__/__	__/__/__
_____	__/__/__	__/__/__	_____	__/__/__	__/__/__
_____	__/__/__	__/__/__	_____	__/__/__	__/__/__
_____	__/__/__	__/__/__	_____	__/__/__	__/__/__
_____	__/__/__	__/__/__	_____	__/__/__	__/__/__
_____	__/__/__	__/__/__	_____	__/__/__	__/__/__

NOTE 5: AFTER RECORDING ALL EMPLOYERS, TAKE BACK CARD 1 AND DRAW LINES THROUGH ALL WEEKS ACCOUNTED FOR. LIST ALL PERIODS OF TWO WEEKS OR MORE WHEN RESPONDENT WAS NOT WORKING ON NEXT PAGE; ASK D-1a
IF NO SUCH PERIODS, SKIP TO D-2.
ASK D-2 to D-14 ONLY FOR JOBS NOT DISCUSSED IN SECTION C.
IF NO SUCH JOBS - SKIP TO SECTION E.

	First Job After Prison	Second Job	Third Job
Employer			
Held from . . (Take from D-1).			
Held to			
D-2 In what city and state is (employer) located?			
D-3 What kind of business or industry is this? What does it make or do?			
D-4 What kind of work did you do?			
D-5 What was your job title?			

NOT WORKING -- D-1a. Were you seeking work during this period?

From _____/_____ ☐ Yes ☐ No → D-1b. Why not?

To _____/_____ _____

_____ _____

_____

_____

_____

D-1a. Were you seeking work during this period?

From _____/_____ ☐ Yes ☐ No → D-1b. Why not?

To _____/_____ _____

_____ _____

_____

_____

_____

D-1a. Were you seeking work during this period?

From _____/_____

To _____/_____ ☐ Yes ☐ No → D-1b. Why not?

_____

_____ _____

_____

_____

_____

NOTE 6: IF MORE SPACE IS NEEDED, USE THE EXTRA COPY PROVIDED OF THIS PAGE. IF RESPONDENT HELD NO JOBS PRIOR TO PRESENT JOB, SKIP TO SECTION E.

	First Job After Prison	Second Job	Third Job	
D-6 How similar are the things you did on this job to the job skills you studied at (name of prison)? Would you say they are (READ ALTERNATIVES)				
Identical	☐	☐	☐	Identical
Very similar	☐	☐	☐	Very
Somewhat similar	☐	☐	☐	Somewhat
Not very similar	☐	☐	☐	Not very
Completely different	☐	☐	☐	Completely
Don't know, can't decide	☐	☐	☐	D K
D-7 How well did the job training you received at (name of prison) prepare you for this job? Would you say you received (READ ALTERNATIVES)				
Excellent preparation	☐	☐	☐	Excellent
Good preparation	☐	☐	☐	Good
Fair preparation	☐	☐	☐	Fair
Poor preparation	☐	☐	☐	Poor
No preparation	☐	☐	☐	No
Don't know, can't decide	☐	☐	☐	D K

D-8 How did you find out this job might be available (CHECK SOURCE GIVEN)

☐	Friend or relative	☐	☐
☐	Applied "cold"	☐	☐
☐	Newspaper ad	☐	☐
☐	Parole officer	☐	☐
☐	State employment office	☐	☐
☐	Private employment agency	☐	☐
☐	Former employer	☐	☐
☐	Other (Specify)	☐	☐
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

		First Job After Prison	Second Job	Third Job
D-9	How many hours a week did you usually work?	_____ hr/wk	_____ hr/wk	_____ hr/wk
D-10	What was your pay when you started to work, before any deductions?	_____ hr/dy/wk/mo (CIRCLE ONE)	_____ hr/dy/wk/mo (CIRCLE ONE)	_____ hr/dy/wk/mo (CIRCLE ONE)
D-11	What was your pay at the time you left?	_____ hr/dy/wk/mo (CIRCLE ONE)	_____ hr/dy/wk/mo (CIRCLE ONE)	_____ hr/dy/wk/mo (CIRCLE ONE)
D-12	How well did you like this job? Would you say you (READ ALTERNATIVES)			
	Liked it very much	☐	☐	☐ Very
	Liked it	☐	☐	☐ Liked
	Neutral, neither liked it nor disliked it	☐	☐	☐ Neutral
	Disliked it	☐	☐	☐ Disliked
	Disliked it very much	☐	☐	☐ Very
	Don't know, can't decide	☐	☐	☐ D K
D-13	Did your employer know you had served time?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
	a. How about the people you worked with, did any of them know?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
	(IF YES TO D-13, D-13a, ASK:)			
	b. Did your record cause you any problems on this job?	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
		_____	_____	_____
		_____	_____	_____

	First Job After Prison	Second Job	Third Job
D-14 Why did you leave this job?	☐ . Arrested, detained .	☐	☐
	☐ . Laid off	☐	☐
	☐ . Fired (why?)	☐	☐
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	Quit because -		
	☐ . Disliked job, pay, hours.	☐	☐
	☐ . Personal reasons not directly related to job (sickness, desire to travel, family responsibilities)	☐	☐
	☐ . To take another job, start school, training program	☐	☐

INTERVIEWER NOTE 7: REPEAT D-2 TO D-14 FOR EACH JOB LISTED IN D-1, EXCEPT THOSE DISCUSSED IN SECTION C. IF RESPONDENT HELD MORE THAN THREE JOBS BEFORE PRESENT JOB, USE EXTRA JOB SHEETS SUPPLIED.

E. JOB TRAINING AFTER PRISON

E-1 After you left (name of prison) were you ever offered a chance to take part in a job training or other education program? (e.g., High School Equivalency)?

☐ Yes ☐ No → SKIP TO SECTION F

E-2 Did you take part in the program?

☐ Yes → SKIP TO E-3

☐ No → a. Why not? _____

_____ (SKIP TO SECTION F)

E-3 What did the program train you for? _____

_____

E-4 Were you paid a training allowance while in the program?

☐ Yes ☐ No → SKIP TO E-5

↓

a. How much allowance were you paid?

$_____ wk/mo (CIRCLE ONE)

E-5 How long were you in the program?

_____ wk/mo (CIRCLE ONE)

E-6 Did you complete the program?

☐ Yes → SKIP TO E-7

☐ No → a. About how much did you complete?

☐ 25% or less

☐ 26% to 50%

☐ 51% to 75%

☐ 76% or more

b. Why didn't you complete it?

_____

_____

E-7 Did the training help you get a job?

☐ Yes ☐ No → SKIP TO SECTION F

↓

a. What job? _____

_____

F. LAW ENCOUNTERS

Now I have a few questions about your parole, and any violations or new arrests you have had since you left (name of prison). I want to remind you again that all your answers are confidential and will be seen only by me and the researchers at Penn State.

F-1 Were any conditions placed on your probation?

☐ Yes ☐ No

↓

a. What were the conditions?_____

_____

_____

F-2 Have you been picked up for a violation of your parole?

☐ Yes ☐ No → SKIP TO F-3

↓

a. What was the reason?_____

_____

_____

b. Did you have a hearing?

☐ Yes ☐ No ☐ Awaiting } SKIP TO F-3

↓

c. What was the outcome of the hearing?

☐ Charges dropped, parole continued

☐ New conditions imposed (Specify) _____

_____

☐ Parole violated, returned to prison

F-3 Have you received any traffic tickets since leaving (name of prison)?

☐ Yes ☐ No → SKIP TO F-4

↓

a. What were the tickets for?_____

_____

F-4 Have you been picked up, questioned, or searched concerning a crime since you left (name of prison)?

☐ Yes ☐ No → SKIP TO F-5

a. How often?
- ☐ once
- ☐ twice
- ☐ three times
- ☐ four times
- ☐ five times
- ☐ six or more times

b. What was (were) the crime(s) that you were picked up about?_____

_____

F-5 Have you been arrested (charged) for a crime since you left (name of prison)?

☐ Yes ☐ No → SKIP TO F-6

a. How often?
- ☐ once
- ☐ twice
- ☐ three times
- ☐ four times
- ☐ five times
- ☐ six or more times

b. What were you charged with?_____

_____

_____

c. Did the charges come to trial?

☐ Yes

☐ No → d. Were they dropped or are you waiting for the trial?

☐ Dropped
☐ Waiting
} SKIP TO F-6

IF YES TO F-5c, ASK:

e. What was the result of the trial?

☐ Not guilty, charges dismissed → SKIP TO F-6

☐ Found guilty → ASK F-5f

☐ Pled guilty to less serious crime → ASK F-5f

f. What was the sentence?_____

_____

F-6 Have you ever been locked up since you left (name of prison)?

☐ Yes ☐ No → SKIP TO SECTION G

a. For how long?_____

b. Why were you locked up?_____

_____

_____

G. LIFE SATISFACTION

In this part of the interview Penn State would like to find out how you feel about different parts of your life.

I will ask you about a number of things and I would like you to tell me which number on this card (GIVE RESPONDENT CARD 2) best indicates how you feel, "1" for delighted, "2" for very satisfied, "3" for mostly satisfied and so on to "9" if you feel terrible about it. If you have no feelings at all on the question, or if you have never thought about something that I ask you, tell me letter "A." And I may ask you a question that doesn't apply to you, if so tell me letter "B." (WRITE NUMBER OR LETTER ON LINE AT END OF QUESTION.)

G-1 First we will start with a very general one: "How do you feel about" your life as a whole? (DO NOT ACCEPT "B" AS AN ANSWER) _____

G-2 How do you feel about the (house/apartment/room) where you live? (DO NOT ACCEPT "B.") _____

G-3 Your neighborhood as a place to live? _____

G-4 The services you get in your neighborhood like street cleaning, garbage collection, and fire protection? _____

G-5 How safe you feel in your neighborhood? (NO "B") _____

G-6 The way you spend your spare time, your nonworking activities? _____

G-7 The things you do and the times you have with your friends? _____

G-8 Your religious faith? _____

G-9 Your job (IF B, SKIP TO G-15) _____

G-10 The people you work with, your co-workers? _____

G-11 The work you do on your job, the work itself? _____

G-12 The pay and fringe benefits you get? _____

G-13 What it is like where you work, the physical surroundings? _____

G-14 Your supervisor, the boss on your job? _____

G-15 How do you feel about yourself? _____

G-16 Your own health and physical condition? _____

G-17 How you get along with other people? _____

G-18 Your wife/husband? _____

Section G - Continued

G-19 Your children? _____

G-20 The income you have? _____

G-21 What you have to pay for the basic necessities such as food, clothing, and housing? (NO "B") _____

G-22 How useful the job training you had in prison is to you? _____

G-23 The last one is how do you feel about the amount of education you have received? _____

INTERVIEWER NOTE 8:	FIND THE HIGHEST GRADE REACHED IN SCHOOL BY THE RESPONDENT, FOR EXAMPLE, HIGH SCHOOL GRADUATION = 12 YEARS OF EDUCATION. HIGHEST GRADE REACHED ____

H. PAROLE OFFICER

H-1 We would like to ask your parole officer some questions about how you have been getting along. Here is a copy of the questionnaire we would like to send him. If you agree, will you sign this questionnaire to show your parole officer we have your permission to ask these questions? (GET SIGNATURE ON PAROLE OFFICER QUESTIONNAIRE.)

a. Could you give me your parole officer's full name and the address of his office?

Parole Officer _____

Parole Office Address _____

_____

THANK RESPONDENT, EXPLAIN THAT AS SOON AS PENN STATE RECEIVES MATERIALS, HIS CHECK WILL BE PROCESSED. RESPONDENT SHOULD RECEIVE IT IN 3 TO 4 WEEKS.

I. INTERVIEWER REPORT

(To be completed after the interview. Do not complete this section or the EDS in the presence of the respondent.)

I-1 Where was interview conducted?

☐ Respondent's residence - ANSWER I-1a to I-1d

☐ Other location → Where? _____ -SKIP to I-2

IF INTERVIEWED AT RESIDENCE

a. Type of building

☐ Single family home
☐ Apartment house
☐ Rooming house
☐ Hotel, YMCA
☐ Trailer
☐ Other (Specify) _____

b. General condition and upkeep of residence

☐ Good condition, well maintained
☐ Average condition
☐ Fair condition, a little shabby
☐ Poor condition, in extensive need of cleaning and repair
☐ Very poor condition, barely suitable for human habitation

c. Location of residence

☐ Downtown
☐ Inner city, poverty area
☐ Residential area of city
☐ Suburban area
☐ Rural area

d. Is the respondent's residence located in an area of the city that has a high incidence of crimes and illegal activity (drugs, prostitution, etc.)

☐ Located in high crime area
☐ Not located in a high crime area
☐ Not certain

I-2 General demeanor, attitude of respondent during interview.

☐ Cooperative, open
☐ Somewhat reserved
☐ Guarded
☐ Sullen, uncooperative

I-3 Did you have any difficulty understanding the respondent during the interview (clarity, intelligibility of respondent's speech)?

- ☐ Had considerable difficulty understanding
- ☐ Had some difficulty understanding
- ☐ Had no difficulty understanding

I-4 Were any other family members present during the interview?

☐ Yes ☐ No - SKIP to I-5

↓

a. Did the other family members attempt to answer for the respondent or correct any of the respondent's answers?

- ☐ Often
- ☐ A few times
- ☐ Never

I-5 Were there any indications in the interview from comments the respondent volunteered, from possessions, or from his/her life style that the respondent is living beyond his/her reported income?

- ☐ No such indications
- ☐ Some indications, not conclusive
- ☐ Clear indications

I-6 If you were an employer and this respondent applied to you for a job, would you be inclined to hire him? Base your judgment on the general impression the respondent made on you in this interview, not on his particular job skills or the fact he has a criminal record.

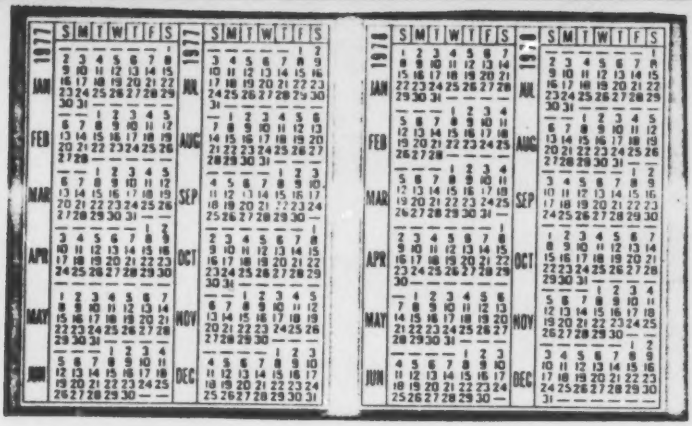
- ☐ Would definitely hire him
- ☐ Would probably hire him
- ☐ Undecided
- ☐ Would probably not hire him
- ☐ Would definitely not hire him

I-7 Any other observations during the interview, especially those that might relate to the employability of the respondent? (e.g., physical appearance, personality?)

_____

_____

_____



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JANUARY

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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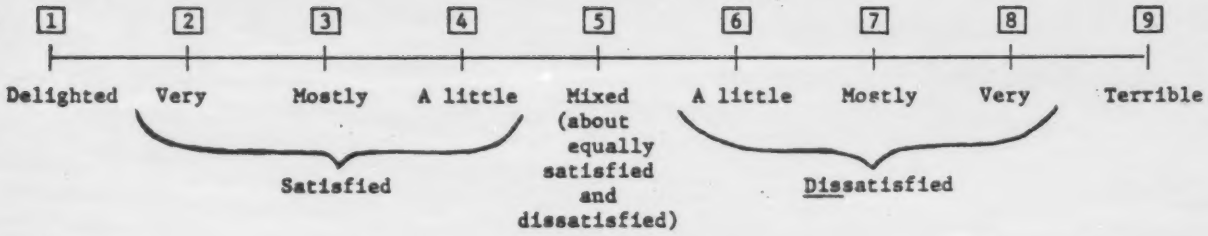
CARD 2

I FEEL



A No feelings at all/or have no feelings about

B Does not apply to me

The Pennsylvania State University
Institute for Research on Human Resources

Vocational Education
in Corrections

ENVIRONMENTAL DEPRIVATION SCALE (EDS)*

Respondent_____ Social Security No._____

Address_____
(Street) (City)

Interviewer_____ Date Completed_____

INSTRUCTIONS: After interviewing the respondent, complete the EDS. In the course of the interview you should have obtained sufficient information to score each item.

The EDS score is two-point, forced choice. The respondent's report of environmental action is judged to be either "deprived" or "supported" on each item. If the judgment is "deprived," the score is ("1"). If the judgment is "supported," the score is ("0"). If the judgment is uncertain as to scoring, score the item "deprived" or "1". Enter each item score in the space provided and briefly explain the reason for scoring. In parentheses following the item are the questions of the Follow-up Questionnaire that are most related to the EDS item. However, if you obtained other information, not from the specific question cited, use that and explain your reason for the score you give.

SCORE

_____ 1. EMPLOYMENT. Give a rating of deprived (1) if the respondent is employed less than half time (less than 20 hours a week) or unemployed. (C-1, C-4 to C-8, C-10)

_____

_____

_____ 2. INCOME. Give a rating of deprived (1) if the respondent's weekly income (not his wife's or other sources) is less than $80, or if his annual income is less than approximately $4,000. (C-23 to C-27, C-38)

_____

_____

_____

*Developed by G. R. Pascal and W. O. Jenkins. Rev. Ed. May 1972.

____ 3. DEBTS. Give a rating of deprived (1) if the respondent frequently complains about a number of debts he is unable to meet. Also score deprived (1) if he has debts he is financially unable to pay, even though he may not recognize this as being a problem. (A-5, C-40, C-41)

_____

_____

____ 4. JOB PARTICIPATION. Give a rating of deprived (1) if the respondent shows little interest in his job other than as a means of earning a living, or if he demonstrates no concern with work "above and beyond the call of duty." If the client is completely unemployed, also give a rating of deprived (1). (C-32, C-33 to C-35)

_____

_____

____ 5. JOB STATUS. Give a rating of deprived (1) if the respondent describes his position as lowly in relation to his fellow workers and/or says he is unnecessary on his job. Do not confuse this item with "JOB PARTICIPATION." If the client is completely unemployed, also give a rating of deprived (1). (C-17 to C-19, C-33 to C-35)

_____

_____

____ 6. HOBBIES AND AVOCATIONS. Give a rating of deprived (1) if the respondent does not engage in and expresses no pride in any systematic leisure-time activities, hobbies, and avocations (anything from sand-lot softball to stamp collecting) outside of church, job, and organizations. (A-16)

_____

_____

____ 7. EDUCATION. Give a rating of deprived (1) if the respondent has less than a 10th-grade education. (Interviewer Note 8)

_____

_____

_____ 8. RESIDENCE. Give a rating of deprived (1) if the respondent has no pride in his house, yard, or neighborhood, if he feels he is living "on the wrong side of the tracks" relative to his peers, as indicated by his care of the house and yard, interior decorating, etc. (A-4, A-8, A-14, I-1b)

_____ 9. CHURCH. Give a rating of deprived (1) if the respondent attends church, Sunday school, or other religious activities less than once a month. (A-17)

_____ 10. OTHER ORGANIZATIONS. Give a rating of deprived (1) if the respondent does not belong to any clubs, church groups, or other organizations and does not participate in organizational activities. (A-18)

NOTE: On the following interpersonal items, consideration must be given as to whether these relationships support respondent behavior which is socially approved. Frequency of contact and type of activities engaged in are particularly important in scoring these items.

SCORE

_____ 11. FRIENDS. Give a rating of deprived (1) if the respondent is essentially an isolate, if he has no friends outside his family, if he has no one outside his family whom he describes as being concerned about him, etc. (A-15)

_____ 12. RELATIVES. Give a rating of deprived (1) if the respondent expresses a strong negative relationship with his relatives, other than his immediate family, and has no strong positive relationship as shown by behavior. (A-12)

____ 13. PARENTS. Give a rating of deprived (1) if the respondent's relationship with mother and/or father (or parental surrogates) is such as to indicate a lack of affection or concern on his or her part. Give a rating of deprived (1) if both parents are dead, regardless of the "love" involved. Give a rating of deprived (1) if one parent is dead or absent from the home and the respondent describes a negative relationship with the parent whom he sees most often. (A-6 to A-11)

_____

_____

____ 14. WIFE OR EQUIVALENT. Give a rating of deprived (1) if the wife's behavior indicates a general disinterest and lack of affection for the respondent. Give a rating of deprived (1) if the respondent is adult, unmarried, divorced or separated, and gives no evidence of a supportive relationship with a peer female. (Note: Specific behaviors, such as preparing his meals, talking with respondent about his problems, displaying physical affection, such as kissing, engaging in sexual relations at least once weekly, are key behaviors for rating this item.) (A-6 to A-10)

_____

_____

____ 15. CHILDREN. Give a rating of deprived (1) if the respondent reports that his children show little behavioral interest in him, such as rare displays of physical affection, little time spent with him, etc. If he has no children (either his or legally adopted by him), also score the item deprived (1). (A-13)

_____

_____

____ 16. FEAR. Give a rating of deprived (1) if the respondent expresses anxiety about his job, about parole violations, or apprehension about himself and his ability to meet the demands of his environment and to cope with everyday problems. (No specific questions)

_____

_____

The Pennsylvania State University
Institute for Research on Human Resources

PAROLE OFFICER QUESTIONNAIRE

PERMISSION TO CONTACT: I have reviewed this questionnaire and I give permission for Penn State to send it to my parole officer.

Signature_____ Date_____

Printed Name_____ Social Security No. _____

Paroled From_____ Date of Release_____

DIRECTIONS: The individuals whose signature appears above has given Penn State University permission to ask you about his adjustment since he left prison. The information provided by you will be used to validate more detailed information reported by the parolee. All of your answers are confidential and will be used for research purposes only.

1. How long has this parolee been assigned to you? _____weeks/months (circle one)

2. What is the present status of this parolee?

- ☐ In the community, no parole violations or new criminal charges pending
- ☐ In the community, with parole violations or new criminal charges pending
- ☐ Incarcerated, awaiting hearing on parole violation
- ☐ Incarcerated, awaiting trial on new charges
- ☐ Incarcerated, returned for violation of parole.
- ☐ Incarcerated, found guilty of new crime
- ☐ Other (Specify)_____

3. Is (was) this parolee living alone or with others? (If incarcerated at present, answer for prior period.)

- ☐ Alone
- ☐ Others - With whom?_____
- ☐ Don't know

4. Is (was) the parolee's residence in a high crime area?

- ☐ Residence in high crime area
- ☐ Residence in low crime area
- ☐ Don't know

5. How many jobs has this parolee had since he was released? _____ jobs

6. Approximately what percent of the time since he has been released has he held a job?_____%

7. To your knowledge has he held any jobs in which he used the job training he received while in prison?

- ☐ Has held one or more jobs where he used training
- ☐ Has had no jobs where he used training
- ☐ Don't know

(Please turn to other side.)

8. To your knowledge is this parolee employed at the present time?

☐ Employed ☐ Unemployed ☐ Incarcerated ☐ Don't know

9. Has this parolee taken part in any educational or training programs since leaving prison?

☐ Yes ☐ No - SKIP to Question 10

↓

a. What type of program?

☐ Job training → What skill? _____

☐ High school equivalency

☐ Community or 4-year college program

☐ Other (Specify)_____

b. Did he complete the program?

☐ Yes ☐ No ☐ Still attending

10. Check all encounters with law enforcement officials that this parolee has had since leaving prison on date shown above (Check all that apply.)

☐ Picked up for violation of parole

☐ Locked up for violation of parole

☐ Had hearing for violation of parole (Check outcome)

☐ Charges dropped

☐ New conditions imposed, parole continued

☐ Returned to prison

☐ Received traffic tickets

☐ Picked up, questioned, or searched concerning new crime - Was it a

☐ Misdemeanor or ☐ Felony?

☐ Arrested and charged with new crime - ☐ Misdemenaor or ☐ Felony

☐ Charges dropped

☐ Awaiting trial

☐ Brought to trial (Check outcome)

☐ Found not guilty, charges dismissed

☐ Pled guilty to lesser crime

☐ Found guilty

↓

What was the sentence?_____

Questionnaire completed by

Name_____ Date_____

Address_____
(Street)

_____
(City) (State) (Zip)

THANK YOU FOR YOUR ASSISTANCE

The Pennsylvania State University
Institute for Research on Human Resources

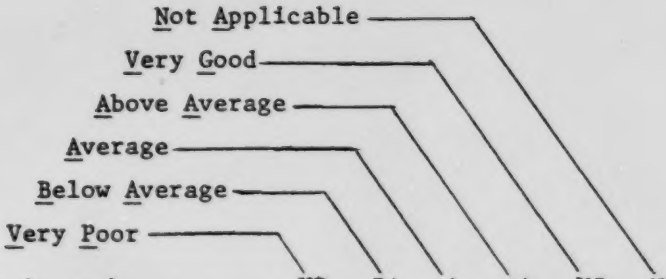
SUPERVISOR QUESTIONNAIRE

PERMISSION TO CONTACT: I have reviewed this questionnaire and I give permission for Penn State University to send it to my supervisor.

Signature_____ Date _____

Printed Name_____

DIRECTIONS: The individual whose signature appears above has given Penn State University permission to ask you about his job performance. We would like your frank evaluations. Neither this worker nor anyone connected with your organization will see these ratings. They will be used by Penn State for research purposes only. Please circle the letter that best describes this worker.



Job Skills	VP	BA	A	AA	VG	NA
1. Technical knowledge shown in work	VP	BA	A	AA	VG	NA
2. Understanding of mathematics related to work	VP	BA	A	AA	VG	NA
3. Communication skills, ability in oral, written and mechanical techniques of communicating	VP	BA	A	AA	VG	NA
4. Job know how, application of acquired knowledge and skills	VP	BA	A	AA	VG	NA
5. Proper use of tools and equipment	VP	BA	A	AA	VG	NA
6. Correct selection and care of materials and supplied	VP	BA	A	AA	VG	NA
7. Quality of work, ability to meet quality standards	VP	BA	A	AA	VG	NA
8. Quantity of work, output of satisfactory work	VP	BA	A	AA	VG	NA

(Please turn to other side.)

Not Applicable
Very Good
Above Average
Average
Below Average
Very Poor

Personal Qualities	VP	BA	A	AA	VG	NA
1. Cooperativeness, ability to work with people	VP	BA	A	AA	VG	NA
2. Self-control, ability to control one's emotions	VP	BA	A	AA	VG	NA
3. Reaction to advice and criticism	VP	BA	A	AA	VG	NA
4. Industry, personal application to work assigned	VP	BA	A	AA	VG	NA
5. Dependability, thorough completion of a job without supervision	VP	BA	A	AA	VG	NA
6. Safety habits, minimizing chances for accidents	VP	BA	A	AA	VG	NA
7. Attendance, reporting for work regularly	VP	BA	A	AA	VG	NA
8. Punctuality, reporting for work on time	VP	BA	A	AA	VG	NA

Summation

1. Rate this worker's overall performance on this job	VP	BA	A	AA	VG	NA
2. Rate this worker's overall preparation for this job	VP	BA	A	AA	VG	NA

Rated by _____ Position _____
(Name)

Organization _____

Address _____
(Street)

_____
(City) (State) (ZIP)

THANK YOU FOR YOUR ASSISTANCE

PARTICIPANTS' RELEASE FORM

(P.O. & Supervisor's Questionnaires)

We would like to ask your parole officer some questions about how you have been getting along. Here is a copy of the questionnaire we would like to send him. If you agree, will you sign this questionnaire to show your parole officer we have your permission to ask these questions?

Could you give me your parole officer's full name and the address of his office?

Parole Officer _____

Parole Office Address _____

_____

If you don't have any objections, we would like to ask your supervisor some questions about your job. Here is a copy of the questionnaire we would like to send him. If you agree, will you sign this questionnaire to show your supervisor we have your permission to ask these questions?
Sl

Could you give me your supervisor's full name and the mailing address of the company?

Supervisor's Name_____

Company Address_____

Note : Please obtain the participants signature on the Parole Officer and Supervisor Questionnaires.

The Pennsylvania State University
Institute for Research on Human Resources

Vocational Education
in Corrections

PARTICIPATION FORM

The Institute for Research on Human Resources at The Pennsylvania State University is conducting a study of vocational education in prisons. Most of the information in this study is coming from ex-inmates who received vocational training while in prison. This aspect of the study is currently under way, and we are now following-up and interviewing parolees from this and other institutions.

As part of the study, we want to get some additional information regarding the climate at the institutions in which the parolees were formerly inmates. To get this information on institutional climate, we are using the two attached questionnaires. We are asking you to cooperate by filling out these questionnaires.

Please note that these questionnaires are designed to get at institutional climate; they are not concerned with you--or anyone else--as an individual. Your responses are confidential and will be known only to the research staff. They will be summarized statistically along with the responses of other respondents at this and other institutions participating in this study.

If there is any question you cannot answer, or do not want to answer, you may leave it blank.

* *

I understand the purpose of this study, and I agree to participate.

_____ _____

(Date) (Signature)

_____

(Printed Name)

The Pennsylvania State University
Institute for Research on Human Resources

Vocational Education in Corrections

INSTITUTIONAL CLIMATE QUESTIONNAIRE

Here are some additional statements. Once again, please read each statement and decide if it is true (T) or false (F). This time record your responses directly on this sheet by drawing an X through T or F.

1. The educational program at this institution helps the participants to deal with their problems.	T	F
2. The best way to cut down on crime is for society to get tough with those who break the law.	T	F
3. People who can get decent jobs don't usually get in trouble with the law.	T	F
4. Treatment programs for inmates should be started even when they might lead to a slight lowering in prison security.	T	F
5. At this institution, there is too much emphasis on the welfare of the inmates.	T	F
6. The treatment program at this institution is good enough; we don't need any new programs.	T	F
7. The courts have gone too far in protecting the rights of criminals.	T	F
8. A prison has an obligation to help inmates in every way possible.	T	F
9. Rehabilitation of inmates at this institution, would be a lot more successful if more money was put into the educational program.	T	F
10. No matter what they say, most inmates are not able to keep out of trouble after being released.	T	F
11. Inmates at this institution can get vocational training that will help them get jobs after being released.	T	F
12. One way that troublesome inmates are punished at this institution is to keep them out of the treatment programs.	T	F
13. The vocational training program at this institution has very good equipment and facilities.	T	F
14. Someone who has learned a useful trade while in prison has a much better chance of making it after being released.	T	F
15. All inmates should get the same discipline for breaking a rule.	T	F
16. The principal aim of the educational program in a prison should be to teach the inmates to respect those in authority.	T	F

INSTITUTIONAL CLIMATE QUESTIONNAIRE (continued)

17. The type of vocational training inmates get here won't help them much when they get out. T F

18. Most of the inmates here are trying to learn something useful during their stay. T F

19. The key to running a prison successfully is firm discipline. T F

20. Many prisoners cannot get much benefit from the educational program at this institution because they aren't really interested in doing the necessary work. T F

21. The education program at this institution is OK, but it gets too much emphasis and money. T F

22. Inmates at this institution can get lots of help if they want to earn a high school diploma or equivalency certificate. T F

23. The vocational training staff at this institution really does a good job in helping the inmates. T F

24. Most inmates at this institution don't learn anything worthwhile on their work assignments. T F

25. Most employers will not hire people who have been in prison no matter how much vocational training they have had. T F

26. This institution provides many opportunities for inmates to learn job skills they can use when they are released. T F

27. If the educational program at a prison keeps the residents busy and out of trouble while they serve their sentences, it has achieved its most important purpose. T F

28. The first step in rehabilitating inmates is to get them to be obedient. T F

29. Inmates at this institution are given lots of encouragement if they show an interest in participating in the educational program. T F

30. An inmate who does not cooperate with those in authority should not be allowed to participate in the educational program. T F

TABLE B.1

ICQ (INSTITUTIONAL CLIMATE QUESTIONNAIRE)
SCORING KEY

Item	Scored Direction	Subscale*
1	T	3
2	F	1
3	T	2
4	T	2
5	F	3
6	T	3
7	F	1
8	T	2
9	F	3
10	F	2
11	T	3
12	F	3
13	T	3
14	T	2
15	T	1
16	F	1
17	F	3
18	T	3
19	F	1
20	F	3
21	F	3
22	T	3
23	T	3
24	F	3
25	F	2
26	T	3
27	F	2
28	F	1
29	T	3
30	F	1

*Subscales: 1 = Nonpunitiveness
2 = Optimism
3 = Program Quality

TABLE B.2

STANDARDIZED INSTRUMENTS EMPLOYED IN THE STUDY

Instrument	Form/Subtest
Correctional Institutions Environment Scale	Form R
Ohio Trade Achievement Tests:	Auto Body Automotive Mechanics Carpentry Drafting Communication Products Electronics Construction Electricity Heating Air Conditioning, Refrigeration Machine Trade Lithographic Printing Welding

APPENDIX C

SUMMARY OF INMATE FOLLOW-UP FIELD EXPERIENCES

Submitted by:

Total Research Corporation
Princeton, New Jersey
June 1978

TOTAL RESEARCH CORPORATION
Box 307, 1101 State Road, Princeton, N.J. 08540 Telephone: 609 921-8100

SUMMARY OF
FIELD EXPERIENCES

For

Vocation Education in

Corrections Study

Prepared for

Institute for Research

on Human Resources

By

Total Research Corporation
Princeton, New Jersey 08540
May, 1978

T-555

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Description of Field Experiences - Albany, NY

Completed Interviews - as of March, 1978

H__, J____ R. Mr. H____ was reached by personal contact on 3/2/78 and the interview was completed at that time.

M___, A_____ B___. Mr. M____was sought by personal visits on three different occasions. Each time the interviewer called she left calling cards and memos for the respondent to reply, but there were no responses. Each time it seemed that someone was at home, but there was no answer to the door. There is no phone and a follow-up memo was sent by mail with no response. Finally, on 3/15, another personal contact was attempted and the interview was completed.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Descriptions of Field Experiences - Baltimore, MD

Completed Interviews

W____ , G____ . We were able to contact the subject within three phone calls in order to schedule an appointment to complete the interview.

F____ , J____ . We were able to contact the subject within three phone calls in order to schedule an appointment to complete the interview.

S____ , H____ . We were able to contact the subject within three phone calls in order to schedule an appointment to complete the interview.

H____ , J____ G., Jr. We were able to contact the subject within three phone calls in order to schedule an appointment to complete the interview.

J____ , F____ . We were able to contact the subject within three phone calls in order to schedule an appointment to complete the interview.

B____ , A____ . We were able to contact the subject within three phone calls in order to schedule an appointment to complete the interview.

B____ , R____ . We found out that this man had returned to prison. At the suggestion of Penn State on 5/31, a call was made to the Hagerstown Maryland Correctional Institute in an attempt to conduct a telephone interview. He was reincarcerated there and a tentative appointment was made for 6/5 through his counselor. The interview was completed on 6/5.

NOTE: On the following list of completed interviews, the following procedure was used: We received a bad phone number and made a personal visit to the address given and either made an attempt to meet the subject or a family member. Contact was not always made in which case a call-back memo was left. (This aid was very handy in completing the interviews)

H____, R_____ L.

H____, C_____ F.

C_____, J____F.

M____ , T____ L.

Incompleted Interviews

M_____ , E_____ . We went by his home but it had burned down. The local postal officials gave us his family's address. In contacting them, they said the subject had not been seen for some time and they had no idea as to how to contact him.

L____, A____ . From a personal visit to the address, we learned he was no longer living there and there was no known forwarding address.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Description of Field Experiences - Buffalo, NY

Completed Interviews - None

Incompleted Interviews

B____, L___. We telephoned and L____'s mother stated that he was out-of-town until March 15. We called the afternoon of the 15th and she then said he wouldn't be back until the weekend of March 18 and 19, but that he knew of the interview. We telephone again on the 17th and the mother said that L____ would not be back until some later date. At the suggestion of Penn State, on 5/31, additional attempts were made by telephone to interview the respondent. An appointment was made for 7:00 p.m. on 6/1 for him to call us. He did not call at that time but later to say he didn't have an hour to give that night. He said he would call at 9:30 a.m. on 6/2. He did not call at that time and several attempts during that day were not successful in reaching him.

L____, G____. We talked to L_____'s father on March 6. L_____'s phone number was unlisted and his father would not give it to us. L_____'s father said that he would give his son the message to call us at the office. We talked to L____ G_____ on March 10 and set up an appointment for March 13. Mr. G____ didn't show up. We recontacted him on March 15, but he was not available to reschedule the interview.

P_____, M____. We contacted M_____'s neighbor on March 6 because the subject's phone was unlisted. The neighbor verified that the subject did live there. We asked him to leave a message for subject to call us. By March 13 there was still no word from him. A memo was sent giving our office phone number. There was still no response.

G__, G___. Mr. G__ was not interviewed due to lack of response from the respondent.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Descriptions of Field Experiences - Erie, PA

Completed Interviews

K___ , S___ . The Nurse in the area contacted Mr. K____ on March 6 and arranged an appointment for March 7. The interview was completed on March 13.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Descriptions of Field Experiences - Greensburg, PA

Completed Interviews

S_____, G__ W. This assignment was completed on 3/4. The nurse did not experience any difficulty. She phoned the gentlemen on the morning of March 4, and arranged to complete the interview that afternoon in a conference room at the Indiana University. The subject was very cooperative. The nurse was of the opinion that he had benefited from the educational program. He is employed and stated that he loves his job.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Description of Field Experiences - Harrisburg, PA

Completed Interviews

B_____ , G___ . The Nurse in New York declined to do this because her husband wouldn't ever consider her participation. Another interviewer also declined to handle this one as when attempts were made to set-up an interview the subject was evasive and elusive. Finally another interviewer spoke with the subject about getting a tentative appointment with him and he was able to complete the interview on 3/23.

G_____, J___ E. The interviewer checked with the Camp Hill Post Office who stated that there was no Bryan Road in Camp Hill. In checking with the Mechanicsburg Post Office it was found that Bryan Road was there. The interviewer made several phone calls with no luck. She then went to the address on Bryan Road in Mechanicsburg. A man answered the door and she asked him if he was J___ E. G _____ and the man replied, "No," and that he "never heard of him." On 5/4 it was learned that Mr. G_____ was again in the Camp Hill Corrections Institution. We contacted his counselor, Mr. P_____ W_____ , and he said that after 5/13 he would be available to be interviewed over the telephone. A letter was sent to Mr. W_____ on 5/5 confirming this conversation. All but a few questions of the interview were completed on 5/17. When calls were made to complete the interview, we were told that he was out on a writ at another facility for a court proceeding and it was not known for how long. After numerous subsequent calls, he had still not been returned to Camp Hill.

B_____ , J_____ W. The interviewer made several phone calls to attempt to contact him. She had no luck. So next she went to the address listed and was told that no one by the name of J_____ W. B____ lived there. Finally it was learned that he was back in Camp Hill prison. It was decided that a telephone interview should be attempted. On 5/4 the interviewer called his counselor, Mr. S____ W_____ and arranged for him to have the respondent in his office on 5/8. On that date, Mr. W _____ was called, but there had been a death in his family and he was not in. An appointment was made for 5/10. On that date a telephone interview was completed.

H_____ , J ____ The interviewer made several phone calls and left messages with the father and brother to have Mr. H_____ call her back. Each time the father and brother stated that they had given him the message and he did not call her back. She made a trip up to his home only to find that no one was there. At Penn State's request, a number of telephone follow-up attempts were made at a later date. On 5/4 there was no answer. On 5/8, the response was that he was at work and to call before 8:00 a.m. The line was busy at that time the following day and there was either a busy signal or no answer at that and other various times of the day on numerous attempts. Finally, on 5/30 an appointment was made for 6:30 p.m. on 5/31. The interview was completed via telephone at that time.

M____., J__ C. With no phone listed, the interviewer tried to get a hold of this man for a long time. It was a bad area of York. The interviewer stopped at Mr. M____'s home but no one wanted to give any information. The interviewer told a neighbor that he would be back on Good Friday, but this did not result in a completed interview. After repeated attempts to conduct a telephone interview in late May, the interview was completed on 6/1.

Incompleted Interviews

S___, J_____E. There was an interview set up for Mr. S___ on March 11, 1978, but he did not show up. After the interviewer waited an hour, she called his home and his uncle stated that he was in bed. The interviewer called him back to make another appointment and J____ S___ stated he did not show up because he was called into work. He also stated that he was not interested in doing the interview.

K__ , T____E. The interviewer made several attempts to locate Mr. K__ . She made several phone calls but got no answers. She went to his home but had no luck in locating him.

P_____ , J____ . The interviewer made several phone calls. She finally received an answer only to find out that Mr. P_____ had been put back in prison because of parole violations. After a period of time, he was released and it was decided to try and follow it up via telephone. On 4/21 an appointment was made for 4/24. When we called on that date, a woman said he wasn't there and may be working overtime. On 4/26 we called and were told he would be there at 4:10. We called at that time and he wasn't there. We said we would call him the following day at that time. On 4/27 there was no answer. This pattern continued for the next 10 days with one or more calls per day at various times of the day. We were always told he was not there or there was no answer.

E ___ , T___ . This was a very bad area, a high crime area. It is a transient neighborhood. The interviewer made several trips at different times of the day to catch the subject at home but was unsuccessful. The neighbors denied knowing Mr. E___ . He left word he would be back one more time, but this did not result in a completed interview.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Description of Field Experiences - New York, NY

Completed Interviews

W____ , J___ . The telephone number given was wrong. We left our second message at given address and he responded and informed us he had moved to a new address. We made an appointment for 3/18 and completed the interview on that same date.

C_____ , G___ . We were able to find a telephone listing and were able to schedule an interview for 3/13. At first we had gone to the originally given address and found he had a new adress. The interview was completed.

S____ , G___. Personal calls were made on 3/4 and a message was left. Our calls were returned on 3/18 and an appointment was made for 3/21 on which date the interview was completed.

V_____ , R___ . Attempts were made on two different days to contact the subject. Messages were left for the subject to call and make an appointment but there was no response. Through Penn State, it was learned that the subject was a participant in the Inside Out program of the E. Harlem Community Corp. of 2813 3rd Avenue, New York. We called on 5/12 at 9:30; the subject was scheduled to be there at 9:00 a.m. that day. He was not there at that time, but a message was left for him to call us. Subsequent calls to the program did not produce any results. Another telephone number where he might be reached was learned from Penn State, and after numerous attempts a telephone interview was completed on 6/13.

R _____ , J___ . There was no phone and a message was left at his residence. Continued efforts were made and the interview was completed 4/6/78.

M _____, E___ . There was no phone listing so we made a personal inquiry. We did not contact Mr. M_____ , but left a message in the lobby of the apartment building. There was no response, so we made a second trip and talked to a Mrs. M_____ , a Spanish-speaking woman, who took our message asking the subject to call, but there was no response. The interview was finally completed on 3/21/78.

Incompleted Interviews

S____ , H__ . There was no phone listing. We could not locate the address because it was wrong. It was given as 519 E. "S" St., apt. 12 in Manhattan. We presumed it might be 519 E. 5th or 8th street, but finding no such number on 5th street we canvassed the 8th street area and found a young lady in apartment 12 who informed us on our second trip, after having received no response to the first, that the subject was no longer living there. The young lady had left a note to that effect. She said that H___ S_____ was living with "another woman" on the west side of Manhattan. She gave no address but said if she saw him or one of his friends she would relay the message for him to call us. There was no response.

S_____ , G____ . Two attempts were made to locate the subject in the given address (in a housing project) but to no avail. The mail boxes in these high-rise apartments had no names on the boxes and there were no names listed in the directory.

F____ , R_____ . We telephoned the subject. We went to his home and left a note and got a new phone number to reach him at. We called him again, at his request, and set up an appointment which Mr. F____ did not keep. We called for another appointment and he said he would call us, which he did, and another appointment was set; again he did not keep the appointment.

M_____ , F___ . Telephone messages were left on two different days but there was no response. The phone number listed in the directory as 994-8879 is not correct.

H____ , R ____ . There was no phone and a message was left at his residence. Continued efforts were made but there was no response.

F____ , E____ . There was no phone and a message was left at his residence. Continued efforts were made but there was no response.

S____ , A__ L__ . There was no phone and a message was left at his residence. Continued efforts were made but there was no response.

D____, A_____ . There was no phone and a message was left at his residence. Continued efforts were made but there was no response.

H____ , H_____ . An inquiry was made at the given address and a message was left. We made a second call at the same address and talked to someone who said the subject did not live at that address, but only used it as a mail drop. He had gotten our first message and would get our second, but there was no response.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Descriptions of Field Experiences - Norfolk, VA

Completed Interviews

G___ , K___ . The house had burned down and the neighbors did not know Mr. G___'s whereabouts. The South Hampton State Farm was contacted and referral was made to Richmond Parole Board. They informed us of district and parole officer's name. The interviewer got a new address. A message was left on 3/13 with the father. An interview was arranged and completed on 3/15.

T____ , M____ . The phone number and address were correct. Contact was made with the father as respondent was at work. Another call was made later but no appointment could be made. Several calls were made but still no interview could be arranged. Finally a personal visit was made on 3/4 and the interview was completed.

D___ , L____ . He was contacted by phone on 3/1. An appointment was made. The interview was completed on 3/4.

S___ , R___ . On 3/4 the respondent's mother was contacted by phone and she was to give her son the message to call but he never returned the call. On 3/10 it was learned from the parole officer when the best time was to catch him at his home. He was finally contacted and the interview was completed on 3/14.

T____ , L____ . The family moved. The house was up for sale. There was no forwarding address. The South Hampton State Farm was contacted on 3/10 who referred to the Richmond records for the Norfolk Parole Board and the name of Mr. L_____'s parole officer. The parole officer was contacted on 3/13 at which time he supplied the interviewer with the respondent's new address. A message was left on 3/14 with the respondent's mother and the interview was completed that same evening.

S___ , R___ . The address given was the respondent's mother's. She gave the interviewer the respondent's girlfriend's number and address. Respondent was contacted there and an appointment was made. The interview was completed.

Incompleted Interviews

H_____ , S___ , His address was incorrect. Attempts were made to contact his mother at 9 Fiske Street; she informed the interviewer that S___ had been picked up in Florida and was enroute back to Virginia to serve the rest of his term. She stated the charges against him in Florida were dropped. At the suggestion of Penn State on 5/31, a call was made to Southampton Correctional Institute. They had no record of his being there and no parole address.

Norfolk, cont.

Six out of seven reports were completed. The one not completed was because the subject was in transit back to prison to serve out his term.

Three out of the six completed had bad addresses. One house had burned, another was up for sale. The neighbors didn't know where the family had moved to. The Post Office was contacted for a change in address. No forwarding address was left. The the South Hampton State Farm was contacted where subjects were paroled from. The prison gave no phone number in Richmond because all records had been transferred to Richmond. There a Mr. C___ was contacted who gave the districts each subject had been paroled to. He had the name of a company that was going to hire one of the paroled. The district offices were called to find out what parole officer had each of the subjects. Then the parole officers were contacted who in turn furnished a new address and the best time to catch the subjects at home. That information was turned over to the nurses who contacted the subjects and completed (or did not complete) the interviews.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Descriptions of Field Experiences - Philadelphia, PA

Completed Interviews

L____ , M____ . This interview was completed after two phone calls.

D____, M____ . This interview was completed after two phone calls.

H_____, G__. This interview was completed after one phone call.

S____ , C___T. The mother of subject advised that he was confined to the Eagleville Hospital and would not be available for some two or three weeks. Contact was finally made a number of weeks later by telephone on 4/26. An appointment was set at that time for 3:00 p.m. that afternoon. When he was called at that time, we were told he would be in at 4:30 p.m. When we ca-led at that time, we were told he would be in around 6:45 p.m. but he was not able to be reached when we called again at that time. On a subsequent call, we left a message for him to call us collect. On 5/2 he called but the interview was not completed because he didn't have time. He told us to call him at 9:00 a.m. on 5/3 but when we did, there was no answer. Later that day he was reached, and an appointment was set for 11:00 a.m. on 5/4, at which time the interview was finally completed.

M____, H____H. It was not possible to reach subject by given phone number. Telephone directory and information service brought no results. There was no response to follow-up memo. At a later time, Penn State forwarded an updated telephone number to the interviewer. On 5/4 there was no answer. On 5/7, a message was left with his wife. On 5/9, another message was left. On 5/10, his wife called to give us his full address and another telephone number where he could be reached. She said the best time to reach him was after 6:00 p.m. After numerous evening calls, an appointment was set up for 7:00 p.m. on 5/24. This appointment was broken but several calls on succeeding days produced another appointment on 6/1 and the interview via telephone was completed then.

Incompleted Interviews

B_____ , L___ . It was not possible to reach subject by given phone number. Telephone directory and information service brought no results. There was no response to follow-up memo.

B____ , J___ . The mother of subject advised that he was on a trip, and was uncertain if he would return.

C__., D___. The father of subject indicated that he had left the area and did not know where he was orwhen he could be expected back.

Philadelphia, cont.

H___, D_____. It was not possible to reach subject by given phone number. Telephone directory and information service brought no results. There was no response to follow-up memo.

J___, A_____. It was not possible to reach subject by given phone number. Telephone directory and information service brought no results. Street inquiries were unsuccessful. At a later point, Penn State provided an updated telephone number. We called on 4/26 and were told to call on the following day at noon. At noon on the following day there was no answer, nor was there any on the next day. On 5/2 we called and were told to call back at 4:30 p.m. At that time we were told to call back between 1:00 and 2:00 p.m. on 5/3. On 5/3 we were told that he would call 5/4 at 10:30. He did not call at that time so we called him: no answer. This pattern continued for a number of days and as of 5/24 the interview was still not completed.

M_____, A___. There was no phone number provided. Telephone directory and information service brought no results. There was no response to follow-up memo.

M_____, M_____. The interview was set up for Monday, 3/13. The subject did not show up. No contact could again be made.

W_____, G_____. Contact was made by phone. Subject said he would call back to make an appointment, which he didn't do, and no contact could again be made.

C_____, R_____. A visit was made to his address but it was learned he had left the area and left no forwarding address.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Descriptions of Field Experiences - Pittsburgh, PA

Completed Interviews - as of March 23, 1978

C___, G___ . The subject was located not at the residence address but at a half-way house, called Alpha House. The main difficulty encountered did not have to do with the subject but rather with a Counselor at Alpha House who felt we were intruding and gathering useless data. The appointment and interview was put off but finally completed on 3/14 while the counselor was not in.

Incompleted Interviews

P____ , B___ . There was no telephone listing and inquiries through the operator and directory assistance brought no results. Letters were mailed to the subject twice but there was no response. The nurse made personal visits to the residence (accompanied due to the high crime rate in area) on two occasions and was told by a resident that the subject did not live at that address but he would deliver the message. There was no contact made by the subject, however. A third letter was sent on 3/16 but there was still no response.

C___ , A____ C. The subject was contacted and an appointment made for 3/9 but the subject did not show up. The interview was rescheduled for 3/13 and again the subject failed to show up. He was contacted on 3/13, 3/16 and 3/17 and he stated that his car was broken and he could not come in for the interview. He would not set up an appointment at his home so it was re-scheduled for 3/20 in the office, with no interview resulting.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Description of Field Experiences - Roanoke

Completed Interviews

R___, B_____ N. There was no difficulty in contacting the ex-convict to arrange for the interview. The nurse called soon after receiving the assignment and was told by subject's mother to call back the following day. When she called back she talked directly with the subject and arranged to interview her on Saturday, March 11, 1978. She called again on Friday night to confirm the appointment. Subject was very cooperative and the interview was completed and mailed to client 3-11-78.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Description of Field Experiences - Richmond, VA

Completed Interviews - as of March 20, 1978

H_____, T__. This subject was assigned to R_____. The telephone number on assignment card was incorrect; it was a former number of the subject's parents. On 3/7, the telephone number was checked through the directories as well as the address, and additional residence in the area was located. Contact was not made. On 3/9 a letter was sent. On 3/13 the interview was returned to Branch for assistance. After checking through newer directories that had just arrived on 3/13 and finding a neighbor that knew this individual, contact was made with the subject's grandmother who returned our call. After discussing with her what this was about she indicated she would talk to T___ and have him make contact. On 3/13 Nurse M____ made contact and advised that T__ could not do the interview until 3/20. It was indicated that the interview must be completed by 3/17. On 3/16 he returned our call and advised he would be willing to take the interview on 3/17 and it was completed.

C__, J__ K. This subject was assigned to RN M____. Contact was made immediately with this individual and he agreed to do the interview which was completed on 3/5.

M_____, S____. This subject was assigned to RN M____. The assignment card did not contain a telephone number. This subject was located in Amelia, VA. On March 7 we located her grandmother. S_____ was not there. The grandmother indicated she would have her call us back. The subject returned our call and the appointment was scheduled for March 13 on which date the interview was completed. This subject's location of Route 1, Box 63 turned out to be New Market Rd. in Amelia, VA. Directories were used as a reference to locate the road as well as the individual located on the road.

K____, J__. This subject was assigned to RN Y____. The assignment card did not contain a telephone number. Her address was a rural route and it was necessary to use the directories to determine the name and location of the road. On March 9, Nurse Y____ went to the subject's house with the help of the Sheriff's Department directing her to that location. There was no one at home so the nurse left a message. There was no response so a letter was sent out. Finally contact was made and the interview was completed.

S___, M_____. This subject was assigned to RN Y____. The subject was not at home and we were required to call back. We called back again on March 7 and he was still not at home. On March 8 we called back and his grandmother said that he was at school and for us to call back. On March 9 in the evening we called back and he was not at home. On March 10 we called back and talked to M_____. He agreed to an appointment for March 12. The subject works at John Marshall Hotel. The interview was completed on that date.

L____, B____. This subject was assigned to RN B___. The assignment card did not contain a phone number. The directories were checked and no additional information could be obtained. A personal inquiry was made, but no one was at home. The neighbors indicated that B____ did live at that address. A message was left for her to call collect. After receiving no response after three days, a memo was sent. Contact was finally made and the interview was completed.

Richmond, cont.

H____, B___ D. This subject was assigned to RN B___. Contact was made with this individual and he advised he could meet the nurse at a mutual location. The nurse indicated that the area the subject lived in was a rough one and she would not feel safe going there. When the subject did not meet with the nurse she called again and talked to a child that answered the phone and said that the subject was there, then said that he was not there. When the nurse conversed with the subject, he originally indicated that he was not working. No additional response could be gotten from this subject and it was apparent that he was reluctant about being interviewed. Finally, an appointment for a telephone interview was made on 4/21 for 4/24. He was not available on this date, but the telephone interview was eventually completed on 4/26.

Incompleted Interviews

N___, A___. This subject was assigned to RN M____. The assignment card did not contain a phone number. Area directories were checked for phone numbers of this location or neighbors. On 3/4 contact was made with one of the neighbors and it was learned also that subject no longer resided at given address and there was no forwarding address or phone. A letter was sent on 3/6 and it was returned on 3/14. On the face of the letter at the bottom it had indicated: "NOTE: This man has absconded. No address." Also telephone book , telephone operator, and directories were checked to attempt to locate this individual with no success.

C___, M____. This subject was assigned to RN M____. The assignment card had an incorrect phone number. The directory was checked for persons of like names. No on at given address admitted that they knew of the individual. A letter was sent on 3/9 with no response. People contacted with like names to M____ C___ did know of him. Each of them indicated that the subject died five or six years ago. This interview was not completed.

L_____, P_____ M__. This subject was assigned to RN M____. The assignment card did not contain a phone number. The directories were checked and contact developed with neighbors. All indicated that the subject no longer lived at given address and there was no forwarding address or phone number for the subject. On 3/6 a letter was sent out and there was no response.

S____, K___ G. This subject was assigned to RN Y____. Contact was made with this individual. The interview was scheduled to be held on 3/11. Nurse Y___ arrived at the location for the interview at scheduled time. No one was at the residence. She talked to relatives who indicated that the subject had left just ten minutes prior to her arrival. Telephone calls were made to this individual no less than fifteen times from 3/11 to 3/16. Each time the person answering the phone indicated the subject was not home. It was felt by the nurse that possibly several of the times she talked to the individual but could not be assured. It appeared that on this particular case the subject did not want to be interviewed.

P___, Jr., T____. This subject was assigned to RN M____. No telephone number was listed on the assignment card. The address given was Emporia, VA. Records were checked and an individual with a like name was contacted by phone. On 3/4 the subject's sister referred her mother. Contact was made with the mother who promised to have the subject call back. On 3/9 contact was made with a person identifying herself as Mr. P___'s aunt. She informed us that Mr. P___ was not interested. This completed the work on this case.

S_____, C_____ P. This subject was assigned to RN M____. The assignment card had no phone number listed. Directories were checked and numbers for area residences developed. No numbers were listed for the subject. The postmaster was contacted and an effort was made to contact the subject through neighbors. Persons in the area did not know of the subject. The post office advised that possible it was not a box number but a street address. No such address existed. The post office did not have the subject listed at the address given on the assignment card. A letter was mailed on 3/9; there was no response.

R___, R____. This subject was assigned to RN M____. The assignment card did not contain telephone number but a post office number. Directories were checked. On 3/3 a letter was sent. On 3/7 attempts were made to call persons with like names. As of 3/17 there was no response.

H_____, M____. This subject was assigned to RN S_____. An address was given. Contact was made with individual at given address who indicated that M___ was staying close to Minni HaHa, WV during the week in relation to his job that he just started. The mother had no address or phone since he was only there a week. He is in plumbing, heating, and air conditioning and is doing well. Contact with this individual was unsuccessful and for this reason the interview was not completed. It was indicated to the subject's mother what this was about and if he showed up to call and an appointment would be set up. No word was received by March 17.

S_____, E____. This subject was assigned to RN M____. The assignment card contained a box number and a telephone number. Contact by phone on 3/4 brought no results. On 3/6 contact was again made by phone. The person answering indicated that the subject worked at the Triangle Heating Co. in Petersburg, VA, but did not live at given address. Contact with that company was made on 3/7. They indicated that the subject no longer worked there but a friend was contacted and a message was to be relayed to the subject that attempts were being made to contact him. A letter was mailed on 3/7 but there was no response. At the suggestion of Penn State on 5/31 a note was mailed to the subject asking him to call us collect. No response was received.

B___, H_____. This subject was assigned to RN M____. On 3/4 attempts to make contact by phone were unsuccessful. On 3/6 someone answered the phone and said subject was last known to be in the Sussex County Jail. This case was returned on 3/10 to the home office. At the suggestion of Penn State on 5/23, a call was made to the Sussex Camp Prison. It was learned that he was there and that the sheriff would call us in a few days to arrange an appointment for a telephone interview. On 6/2 we called the sheriff who said that he couldn't tie up the telephone line for that long a time.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Description of Field Experiences - Rochester, NY

Completed Interviews

E___, A____ R. This person was contacted by phone after we obtained the number from directory assistance, and after several calls an appointment was made and the interview was completed.

H__, G___ D. This person was not reached after several telephone attempts and was finally sent a letter asking that he contact us. He was reached by phone on 3/10 at which time he stated he was leaving for a college vacation for ten days. On 3/13, another phone call provided an appointment for the same night and the interview was completed.

C__, A__ . This person did not have a phone listing and a letter of inquiry was sent on 3/2/78. On 3/6, Mr. C___ called and supplied a new address and phone number and agreed to an appointment on 3/11. The nurse waited for two hours, but he never showed up. He was contacted again and another appointment was made for 3/15 at which time the interview was completed.

B____, G____ . This person had no phone number, so a personal visit was made and we were told by a girlfriend that he was in jail, but "should be out soon." We called repeatedly and sent letters. He called on 3/14 and made an appointment for 3/15 and after an hour's wait, the interview was completed.

O__, T____. This person was sent a memo by mail, since the only address received was a post office box and there was no phone number. We received an enthusiastic reply to the memo, in which he stated that he was indeed familiar with the program and would be happy to participate. However, he was incarcerated in Attica State Prison, which is where the P.O. Box is located. At the request of Penn State on 5/23, calls were made to Attica to arrange for a telephone interview. On 5/31 it was learned he was in a special detention unit and could not be brought to the telephone. A prison official said he would try to make him available in the next week. On 6/2 a telephone interview was completed.

B_____, J___ l_. This person's mother and brother were contacted on several occasions and messages were left and letters were sent requesting him to contact us. The mother stated that he was out job hunting (since two weeks before). Continued efforts and phone calls were made with no response.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Descriptions of Field Experiences - San Juan, PR

Completed Interviews - None

Incompleted Interviews

R_____, F____. A state residential project was given as the subject's residence. It was a four building, low income housing project that was inaugurated on February 4, 1977 out of which only three of the buildings are occupied. The occupants of the apartment shown as the subject's residence are the original ones who have occupied it since the building's inauguration on February 4, 1977. They are B_____ R_____ his wife, L__ M__ V_____ R____ and their three minor children (all of elementary school age). The husband and wife were interviewed and claim not to have any relation, either by blood or social acquaintance, with anyone by subject's name. They also stated that no one by subject's name ever lived with them either as a boarded or otherwise.

NOTE: During the interview visit, Mrs. R_____ voluntarily handed to the interviewer the two Penn State University checks for $5 each. They were mistakingly opened by the husband (she claimed) but apparently they had made no effort to return them.

Various other neighbors at buildings #2, #3 and #4 (#1 is the one unoccupied) were interviewed and all claimed not to know anyone by subject's name.

Mr. J__ A. B _____, the housing project administrator, was also interviewed in his office. He was very cooperative and searched inactive files on former residents (which have moved voluntarily or requested to move for some reason) and files on actual residents on all three occupied buildings, both with negative results. The only family living at the housing project with the subject's same surname is that of Mr. M____ F.__ in building #4, and he claimed no blood relation, nor any knowledge of or other type of acquaintance with the subject.

Various neighborhood service stations and auto repair garages were spot-checked in an effort to develop the subject as an employee, with negative results. Local phone books and telephone company information service failed to show the subject as a registered client. Local public records have no information, either, on the subject.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Descriptions of Field Experiences - Scarsdale, NY

Completed Interviews

C___, D___ C. The interview was completed on 3/15.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Description of Field Experiences - Syracuse, NY

Completed Interviews

S___ , A___ . We checked the phone book and directory assistance for a telephone listing but were not successful. A memo was sent to the given address. Mr. S___ called and left his number for the nurse. The nurse contacted him and scheduled an appointment for 3/11 at which time the interview was completed by F___ K___ , RN.

B_____ , J___ . We tried the telephone number listed on the interview assignment card but there was no answer. After trying three more times, someone answered and informed us that we had a wrong number. A memo was sent to the given address. Three days later the respondent acknowledged the memo and an appointment was scheduled for 3/8 on which date the interview was completed by E____ F_____ , RN.

M_____ , D_____ . We checked the telephone book and found a listing for a H____ P. M_____ at the given address. We contacted this residence and were able to schedule an appointment for 3/4 on which date the interview was completed by E____ F_____ , RN.

T_____ , J___ D. We checked the phone listing and contacted the Cornell University and were told they had never heard of J___ D. T_____ . A memo was then sent to the given address. Mr. T_____ contacted us and gave us a telephone number where we could contact him on 3/23. We contacted him on that date and scheduled an appointment for 3/30, which was the earliest date he was available, and the interview was completed.

Incompleted Interviews

W_____ , L___ . We checked the phone book and directory assistance for a phone listing but were not successful. A memo was then sent. We went to the given address but were told by people at that address that they never heard of L____ W_____ .

K____ , E___ . We checked the phone book and directory assistance for a phone listing but were not successful. The Post Office was contacted for an address update but they were unable to give us one. A memo was then sent to the address already known. There was no response.

S___ , J___ . We checked the phone book and directory assistance for a phone listing but were not successful. The Post Office was contacted for an address update but they were unable to give us one. A memo was then sent to the address already known. There was no response.

P___ , J___ . We checked the phone book and directory assistance for a phone listing but were not successful. The Post Office was contacted for an address update but they were unable to give us one. A memo was then sent to the address already known. We also went to that address and were unable to locate J___ P____. There was no response.

Syracuse, cont.

M___, G____ W. We checked the phone book and directory assistance for a phone listing but were not successful. We went to the given address and were told by residents that "He doesn't live here anymore." They gave us a phone number in Apalachin, NY. We learned that that phone number had been disconnected and there was no known new number. We contacted the Post Office for an address update but they had no forwarding address. A memo was then sent to the address already known. There was no response.

E_____., C____. We telephone and a woman answered and said she didn't know if the subject could return our call. Two more calls were made on later dates and a memo was sent; there was no response.

B____, R____. We checked the phone book and directory assistance for a phone listing but were not successful. We went to Oak Street from the address given, but there was no such number on that street. The number given was 184 and Oak Street only goes as high as 168. We checked with the Post Office for an address update but they were unable to give us one. A memo was sent to the given address. There was no response.

VOCATIONAL EDUCATION IN CORRECTIONS

Summary Descriptions of Field Experiences - Wash., D.C.

Completed Interviews

D____ ., L _____ A. Within three telephone calls, the interview was completed on 3/8.

B___ , J___ M. Within three telephone calls, the interview was completed on 3/9.

T____ , E____ . Within three telephone calls, the interview was completed on 3/6.

A_____ , B___. A letter was sent. There was no response to the letter and the interviewer drove to the house and found the subject at home and completed the interview on 3/12.

S___ , R____. A letter was sent and the subject responded. The interview was completed on 3/12.

Incompleted Interviews

G___ , W____ , Jr. A letter was sent and there was no response. The interviewer went to the subject's apartment and after talking to the resident manager found that the subject had skipped on his rent and was no longer residing at the given address. There was no forwarding address and the interview could not be completed.

T___ , R ____ J., Jr. On attempting to contact the subject, it was found that the residence address was a hotel and the subject had left approximately one year ago. The hotel was holding all of his mail. There was no forwarding address.

F___ , C___. He was residing in Shenandoah, Virginia, 2 to 2½ hours away from any interviewer. The attempted contacts by phone and memo were unsuccessful and the interview was not completed.

ADDENDUM
(prepared by project staff)

This summary of field experiences reports the step by step processes undertaken in attempting to locate 114 participants for the final interview. Due to clerical/record keeping oversights by the institute staff, three names of participants were not given to the Total Research Corporation. This oversight when uncovered warranted a complete reinspection of all signed participation forms. The following adjustments were made in the sample.

1. The three names which were omitted from the list given to the Total Research Corporation, listed below, were added to the sample. Specific attempts made to contact these individuals are presented with each case. The addition of these three names brought the total sample size to 117.

D. S. - Tampa, FL. Since an interviewer had previously been sent to Puerto Rico before Mr. S.'s name was uncovered, the project staff decided it was economically unfeasible to attempt to contact Mr. S. No attempts were made to contact Mr. S.

W. S. - Buffalo, NY. Mr. S. was released to an address in Elmira, NY. The residents at this address informed the project staff of Mr. S.'s recent move to Buffalo, address unknown. The Buffalo area parole officer, on receiving Mr. S.'s transferred files, informed the project staff of Mr. S.'s enrollment at S.U.N.Y. at Buffalo, and also forwarded Mr. S.'s phone number on campus. Numerous attempts were made by project staff to contact Mr. S. by phone at his campus residence and through the universities administration and information offices. All attempts proved fruitless.

S. P. - Carlisle, PA. Mr. P. was in and out of jail a number of times during the course of this study. During the interview phase of the study, Mr. P. was located in Cumberland County Jail. Personnel at the jail would not grant permission for the follow-up interview to be conducted.

2. Three names given to the Total Research Corporation, all of whom had not signed the Participation Form, were dropped from the sample. The total number of participants in the sample now comes to 114.

E. T. - Harrisburg, PA. Mr. T. signed the Notification of Release Form but the project staff was unable to locate a signed Participation Form. Further attempts to contact Mr. T. were dropped.

H. H. - New York, NY. The project staff turned up neither a signed Notification of Release Form nor a signed Participation Form. Although Mr. H. was receiving incentive payments, these were discontinued and no further attempts were made to contact Mr. H.

B. P. - Pittsburgh, PA. Only a signed Notification of Release Form was found in Mr. P.'s file. Attempts to contact Mr. P. were discontinued.

3. One participant was interviewed by the project staff prior to the Total Research Corporation involvement with the project. This brings the total sample size to 115.

D. S. - Rebersburg, PA. Mr. S. was contacted by phone at the address to which he was released. Mr. S. made it known that he had since moved but was using this address as a mail drop. An appointment was set for the final interview at his new address. At this designated time a member of the project staff and Mr. S. completed the final interview.

4. One additional participant, for whom the project staff had a signed Participation Form and data on the Inmate Fact Sheet[1] was discovered to have jumped parole in February 1978.

The total sample becomes 116 participants who have signed Participation Forms.

5. One participant not interviewed by the Total Research Corportation since his present location was obtained too late in the contract period was subsequently interviewed by a member of the project staff. (This has no effect on the total sample size of 116.)

H. B. - Richmond, VA. Mr. B. was contacted and interviewed in the Sussex County Jail on 6/20/78 by a member of the project staff.

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[1]See Appendix B.

APPENDIX D

ADDITIONAL DATA TABLES

	Tables	Page
Institutional Data	D.1 to D.17	169 - 195
Participant Data	D.18 to D.20	196 - 217
Reliabilities and Inter-correlations	D.21 to D.35	218 - 233
Discriminant Analyses	D.36 to D.37	234 - 235

TABLE D.1

INSTITUTIONAL BACKGROUND DATA AND
NUMBER OF PARTICIPANTS FROM EACH INSTITUTION

Institution[A]	Resident Pop.			Number of Voc. Ed. Programs	Teachers[B]			Interviews		
	Max.	Med.	Min.		Ft	Pt	Tot	Total	Completed	Not Completed
(1)	39	532	211	17	5	0	5	23	8	15
(2)	0	1179	315	17	35	0	35	4	0	4
(3)	0	726	358	10	9	0	9	17	14	3
(4)	25	446	178	17	20	14	34	3	3	0
(5)	102	205	279	10	5	0	5	24	13	11
(8)	10	169	8	9	3	0	3	9	7	2
(6)	1539	0	0	12	14	0	14	10	4	6
(7)								26	15	11
2 + 7								30	15	15
							Total	116	64	52

[A] Participants from institutions 6, 7 and 8 were added through the mailing survey. Institutions 2 and 7 are the same institution.

[B] Teachers: FT = Full-time
PT = Part-time

TABLE D.2

EVALUATION OF TRAINING PROGRAM:
ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS

	Curriculum								
								MS Bet	12.04
Institution	5	2	3	1	4	6	8	MS Error	2.46
n[B]	6	9	7	7	4	8	2	F	4.90
$\bar{X}$	12.50	13.33	14.00	14.29	14.50	16.00	17.50	p	0.001*
	Instruction								
								MS Bet	41.22
Institution	5	2	4	1	3	6	8	MS Error	12.26
n	6	9	4	7	7	8	2	F	3.36
$\bar{X}$	31.00	31.11	34.00	34.14	34.57	35.63	41.00	p	0.010*
	Facilities/Equipment								
								MS Bet	31.09
Institution	2	4	5	6	1	3	8	MS Error	13.64
n	9	4	6	8	7	7	2	F	2.28
$\bar{X}$	20.44	22.25	22.67	23.13	23.71	26.00	28.50	p	0.057
	Total[A]								
								MS Bet	119.52
Institution	2	5	4	1	3	6	8	MS Error	58.40
n	9	6	4	7	7	8	2	F	3.42
$\bar{X}$	64.89	66.17	70.75	72.14	74.57	74.75	87.00	p	0.009*
	Expected Skill Level								
								MS Bet	2.08
Institution	4	5	3	8	2	1	6	MS Error	1.48
n	4	6	7	2	9	7	8	F	1.40
$\bar{X}$	2.25	2.50	2.71	3.00	3.11	3.14	4.00	p	0.241

[A]Total = Curriculum + Instruction + Facilities/Equipment

[B]n = Number of vocational education courses rated at the institution.

* $P < .05$

TABLE D.3

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE: ANALYSIS OF VARIANCE BETWEEN GROUPS IN A GIVEN INSTITUTION

Institution	Source	df	MS	F	p
1	Groups	3	128.463	7.44	0.000*
	Error	46	17.269		
	Scales	8	56.291	21.51	0.000*
	Interaction	24	10.837	4.14	0.000*
	Error	368	2.617		
2	Groups	3	101.753	6.36	0.001*
	Error	81	16.005		
	Scales	8	58.376	19.28	0.000*
	Interaction	24	10.966	3.62	0.000*
	Error	648	3.027		
3	Groups	3	320.549	16.19	0.000*
	Error	97	19.802		
	Scales	8	93.914	32.60	0.000*
	Interaction	24	15.604	5.42	0.000*
	Error	776	2.881		
4	Groups	3	179.954	12.89	0.000*
	Error	69	13.957		
	Scales	8	126.444	47.64	0.000*
	Interaction	24	12.826	4.83	0.000*
	Error	552	2.654		
6	Groups	3	88.933	5.50	0.002*
	Error	83	16.172		
	Scales	8	46.072	16.31	0.000*
	Interaction	24	14.077	4.98	0.000*
	Error	664	2.825		
8	Groups	3	136.289	14.83	0.000*
	Error	33	9.188		
	Scales	8	35.341	15.01	0.000*
	Interaction	24	11.155	4.74	0.000*
	Error	264	2.354		
5[A]	Groups	1	282.738	27.52	0.000*
	Error	48	10.273		
	Scales	8	96.641	32.74	0.000*
	Interaction	8	51.745	5.33	0.000*
	Error	384	2.952		

[A]Questionnaires from institution #5 could only be classified as staff or inmate respondents.

* $p < .05$

TABLE D.4

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE: ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN GROUP

Group	Source	df	MS	F	p
Staff - Rehabilitative	Institutions	5	63.179	3.80	0.003*
	Error	98	16.610		
	Scales	8	90.785	33.90	0.000*
	Interaction	40	8.207	3.07	0.000*
	Error	784	2.678		
Staff - Correctional	Institutions	5	40.911	2.66	0.028*
	Error	80	15.387		
	Scales	8	68.172	25.15	0.000*
	Interaction	40	7.763	2.86	0.000*
	Error	640	2.710		
Inmates - Voc. Ed. Participants	Institutions	5	19.763	1.32	0.259
	Error	138	14.981		
	Scales	8	217.875	73.35	0.000*
	Interaction	40	7.930	2.67	0.000*
	Error	1140	2.970		
Inmates Voc. Ed. Non-participants	Institutions	5	18.020	0.99	0.429
	Error	93	18.216		
	Scales	8	120.065	44.45	0.000*
	Interaction	40	5.287	1.96	0.000*
	Error	744	2.701		
Staff	Institutions	6	26.800	1.51	0.175
	Error	194	17.705		
	Scales	8	170.304	59.27	0.000*
	Interaction	48	8.062	2.81	0.000*
	Error	1552	2.873		
Residents	Institutions	6	15.401	1.00	0.428
	Error	275	15.465		
	Scales	8	406.171	141.41	0.000*
	Interaction	48	10.853	3.78	0.000*
	Error	2200	2.872		

* $p < .05$

TABLE D.5

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE (ADJUSTED MEANS)[A]: ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN GROUP

Group	Source	df	MS	F	p
Rehabilitative	Institutions	5	0.682	3.83	0.003*
	Error	98	0.178		
	Scales	8	0.576	19.55	0.000*
	Interaction	40	0.091	3.09	0.000*
	Error	784	0.029		
Correctional	Institutions	5	0.428	2.60	0.031*
	Error	80	0.164		
	Scales	8	0.550	18.53	0.000*
	Interaction	40	0.084	2.84	0.000*
	Error	640	0.030		
Participants	Institutions	5	0.202	1.28	0.277
	Error	138	0.158		
	Scales	8	2.644	82.32	0.000*
	Interaction	40	0.084	2.63	0.000*
	Error	1104	0.032		
Nonparticipants	Institutions	5	0.189	0.97	0.439
	Error	93	0.195		
	Scales	8	1.443	48.99	0.000*
	Interaction	40	0.059	2.01	0.000*
	Error	744	0.029		
Staff	Institutions	6	.283	1.50	0.182
	Error	194	.189		
	Scales	8	1.166	37.10	0.000*
	Interaction	48	.089	2.84	0.000*
	Error	1552	.031		
Residents	Institutions	6	.156	0.96	0.457
	Error	275	.164		
	Scales	8	4.860	156.31	0.000*
	Interaction	48	.117	3.77	0.000*
	Error	2200	.031		

[A]Original Score ÷ Number of items in the scale

* $p < .05$

TABLE D.6

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE (Adjusted Means)[A]: ANALYSIS OF VARIANCE BETWEEN GROUPS IN A GIVEN INSTITUTION

Institution	Source	df	MS	F	p
1	Groups	3	1.359	7.33	0.000*
	Error	46	0.185		
	Scales	8	0.634	21.93	0.000*
	Interaction	24	0.117	4.05	0.000*
	Error	368	0.289		
2	Groups	3	1.083	6.40	0.001*
	Error	81	0.169		
	Scales	8	0.679	20.54	0.000*
	Interaction	24	0.120	3.64	0.000*
	Error	648	0.033		
3	Groups	3	3.415	16.23	0.000*
	Error	97	0.210		
	Scales	8	1.111	35.67	0.000*
	Interaction	24	0.167	5.37	0.000*
	Error	776	0.031		
4	Groups	3	1.886	12.70	0.000*
	Error	69	0.148		
	Scales	8	1.215	41.79	0.000*
	Interaction	24	0.135	4.63	0.000*
	Error	552	0.029		
6	Groups	3	0.952	5.51	0.002*
	Error	83	0.173		
	Scales	8	0.342	11.07	0.000*
	Interaction	24	0.156	5.07	0.000*
	Error	664	0.031		
8	Groups	3	1.444	14.71	0.000*
	Error	33	0.098		
	Scales	8	0.374	14.68	0.000*
	Interaction	24	0.123	4.81	0.000*
	Error	264	0.026		
5[B]	Groups	1	2.966	27.54	0.000*
	Error	48	.108		
	Scales	8	.986	31.15	0.000*
	Interaction	8	.165	5.21	0.000*
	Error	384	.032		

[A] Original Score ÷ Number of items in the scale

[B] Questionnaires from institution #5 could only be classified as staff or inmate respondents.

* $p < .05$

TABLE D.7

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE: STAFF FOLLOW-UP
ANALYSES OF VARIANCE BETWEEN INSTITUTIONS ON A GIVEN SUBSCALE

Scale	Source	df	MS	F	p
Involvement	Institutions	6	8.732	1.51	0.176
	Error	194	5.780		
Support	Institutions	6	7.691	1.22	0.297
	Error	194	6.300		
Expressiveness	Institutions	6	4.511	1.18	0.318
	Error	194	3.822		
Autonomy	Institutions	6	15.461	3.30	0.004*
	Error	194	4.686		
Practical Orientation	Institutions	6	7.702	1.67	0.129
	Error	194	4.600		
Personal Problem Orientation	Institutions	6	8.555	2.76	0.013*
	Error	194	3.100		
Order and Organization	Institutions	6	22.779	4.16	0.001*
	Error	194	5.480		
Clarity	Institutions	6	8.502	2.02	0.065
	Error	194	4.206		
Staff Control	Institutions	6	7.363	2.71	0.015*
	Error	194	2.717		

*p > .05

TABLE D.8

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE: RESIDENTS FOLLOW-UP
ANALYSES OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN SUBSCALE

Scale	Source	df	MS	F	p
Involvement	Institutions	6	25.734	4.61	0.000*
	Error	275	5.585		
Support	Institutions	6	11.320	2.16	0.047*
	Error	275	5.232		
Expressiveness	Institutions	6	5.814	1.99	0.068
	Error	275	2.926		
Autonomy	Institutions	6	6.890	1.86	0.088
	Error	275	3.708		
Practical Orientation	Institutions	6	17.950	3.18	0.005*
	Error	275	5.651		
Personal Problem Orientation	Institutions	6	3.059	1.07	0.379
	Error	275	2.850		
Order and Organization	Institutions	6	9.733	1.69	0.124
	Error	275	5.765		
Clarity	Institutions	6	7.044	1.65	0.135
	Error	275	4.280		
Staff Control	Institutions	6	14.685	6.00	0.000*
	Error	275	2.447		

*p > .05

TABLE D.9

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE[A] GROUP MEANS
SCALE #1: INVOLVEMENT (10)[E]

Group	Institution						
	1	2	3	4	5[F]	6	8
Rehabilitative	6.77[B] .677[C] (13)[D]	4.86 .486 (28)	6.00 .600 (20)	4.69 .469 (13)		6.35 .635 (20)	3.80 .380 (10)
Correctional	1.50 .150 (4)	3.32 .332 (19)	4.65 .465 (20)	5.55 .555 (22)		3.42 .342 (12)	5.78 .578 (9)
Total: Staff	5.53 .553 (17)	4.23 .423 (47)	5.33 .533 (40)	5.23 .523 (35)	6.00 .600 (11)	5.25 .525 (32)	4.74 .474 (19)
Participants (Voc. Ed.)	3.14 .314 (14)	4.00 .400 (32)	4.14 .414 (35)	4.38 .438 (24)		5.29 .529 (31)	1.63 .163 (8)
Nonparticipants (Voc. Ed.)	4.21 .421 (19)	3.50 .350 (6)	4.38 .438 (26)	3.14 .314 (14)		6.04 .604 (24)	4.30 .430 (10)
Total: Inmates	3.76 .376 (33)	3.92 .392 (38)	4.25 .425 (61)	3.92 .392 (38)	3.69 .369 (39)	5.62 .562 (55)	3.11 .311 (18)

TABLE D.9 (Continued)

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE[A] GROUP MEANS

SCALE #2: SUPPORT (10)[E]

Group	Institution						
	1	2	3	4	5[F]	6	8
Rehabilitative	6.31[B] .631[C] (13)[D]	5.61 .561 (28)	6.60 .660 (20)	6.00 .600 (13)		6.35 .635 (20)	4.30 .430 (10)
Correctional	4.75 .475 (4)	5.53 .553 (19)	5.50 .550 (20)	5.50 .550 (22)		4.50 .450 (12)	7.78 .778 (9)
Total: Staff	5.94 .594 (17)	5.57 .557 (47)	6.05 .605 (40)	5.69 .569 (35)	7.73 .773 (11)	5.66 .566 (32)	5.95 .595 (19)
Participants (Voc. Ed.)	2.57 .257 (14)	3.53 .353 (32)	2.86 .286 (35)	3.00 .300 (24)		3.84 .384 (31)	1.88 .188 (8)
Nonparticipants (Voc. Ed.)	3.32 .332 (19)	4.17 .417 (6)	3.15 .315 (26)	2.86 .286 (14)		4.04 .404 (24)	3.00 .300 (10)
Total: Inmates	3.00 .300 (33)	3.63 .363 (38)	2.98 .298 (61)	2.95 .295 (38)	3.97 .397 (39)	3.93 .393 (55)	2.50 .250 (18)

TABLE D.9 (Continued)

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE[A] GROUP MEANS

SCALE #3: EXPRESSIVENESS (9)[E]

Group	Institution						
	1	2	3	4	5[F]	6	8
Rehabilitative	4.77[B] .530[C] (13)[D]	4.25 .472 (28)	4.85 .539 (20)	3.54 .393 (13)		5.15 .572 (20)	3.50 .389 (10)
Correctional	4.25 .472 (4)	4.47 .497 (19)	3.40 .378 (20)	3.64 .404 (22)		4.08 .454 (12)	5.44 .605 (9)
Total: Staff	4.65 .516 (17)	4.34 .482 (47)	4.13 .458 (40)	3.60 .400 (35)	4.18 .465 (11)	4.75 .523 (32)	4.42 .491 (19)
Participants (Voc. Ed.)	2.64 .294 (14)	3.25 .361 (32)	2.74 .305 (35)	2.38 .264 (24)		3.06 .340 (31)	2.25 .250 (8)
Nonparticipants (Voc. Ed.)	3.05 .339 (19)	3.83 .426 (6)	2.65 .295 (26)	2.14 .238 (14)		3.42 .380 (24)	2.40 .267 (10)
Total: Inmates	2.88 .320 (33)	3.34 .371 (38)	2.70 .301 (61)	2.29 .254 (38)	2.92 .325 (39)	3.22 .358 (55)	2.33 .259 (18)

TABLE D.9 (Continued)

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE[A] GROUP MEANS

SCALE #4: AUTONOMY (9)[E]

Group	Institution						
	1	2	3	4	5[F]	6	8
Rehabilitative	4.69[B] .521[C] (13)[D]	4.71 .524 (28)	6.30 .700 (20)	4.08 .453 (13)		5.95 .661 (20)	2.70 .300 (10)
Correctional	3.25 .361 (4)	5.63 .626 (19)	4.95 .550 (20)	3.64 .404 (22)		4.08 .454 (12)	5.22 .580 (9)
Total: Staff	4.35 .484 (17)	5.09 .565 (47)	6.23 .625 (40)	3.80 .422 (35)	4.45 .495 (11)	5.25 .583 (32)	3.89 .433 (19)
Participants (Voc. Ed.)	2.36 .262 (14)	2.97 .330 (32)	2.94 .327 (35)	2.17 .241 (24)		2.84 .315 (31)	1.50 .167 (8)
Nonparticipants (Voc. Ed.)	2.16 .240 (19)	3.50 .389 (6)	3.00 .333 (26)	2.36 .262 (14)		3.25 .361 (24)	2.50 .278 (10)
Total: Inmates	2.24 .249 (33)	3.05 .339 (38)	2.97 .330 (61)	2.24 .249 (38)	2.36 .262 (39)	3.02 .335 (55)	2.06 .228 (18)

TABLE D.9 (Continued)

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE[A] GROUP MEANS

SCALE #5: PRACTICAL ORIENTATION (10)[E]

Group	Institution						
	1	2	3	4	5[F]	6	8
Rehabilitative	8.39[B] .839[C] (13)[D]	7.04 .704 (28)	8.35 .835 (20)	8.31 .831 (13)		7.70 .770 (20)	5.30 .530 (10)
Correctional	4.50 .450 (4)	7.11 .711 (19)	7.00 .700 (20)	7.23 .723 (22)		5.50 .550 (12)	8.11 .811 (9)
Total: Staff	7.47 .747 (17)	7.06 .706 (47)	7.68 .768 (40)	7.63 .763 (35)	8.64 .864 (11)	6.88 .688 (32)	6.63 .663 (19)
Participants (Voc. Ed.)	5.50 .550 (14)	4.84 .484 (32)	4.46 .446 (35)	5.79 .579 (24)		4.39 .439 (31)	4.25 .425 (8)
Nonparticipants (Voc. Ed.)	4.79 .479 (19)	4.67 .467 (6)	4.46 .446 (26)	3.93 .393 (14)		4.63 .463 (24)	4.60 .460 (10)
Total: Inmates	5.09 .509 (33)	4.82 .482 (38)	4.46 .446 (61)	5.11 .511 (38)	6.33 .633 (39)	4.49 .449 (55)	4.44 .444 (18)

TABLE D.9 (Continued)

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE[A] GROUP MEANS

SCALE #6: Personal Problem Orientation (9)[E]

Group	Institution						
	1	2	3	4	5[F]	6	8
Rehabilitative	5.46[B] .607[C] (13)[D]	4.46 .496 (28)	5.90 .656 (20)	5.38 .598 (13)		3.90 .433 (20)	3.90 .433 (10)
Correctional	4.75 .528 (4)	5.26 .585 (19)	5.20 .578 (20)	3.91 .434 (22)		4.17 .463 (12)	5.67 .630 (9)
Total: Staff	5.29 .588 (17)	4.79 .532 (47)	5.55 .617 (40)	4.46 .495 (35)	4.81 .535 (11)	4.00 .444 (32)	4.74 .526 (19)
Participants (Voc. Ed.)	2.86 .317 (14)	3.56 .396 (32)	3.40 .378 (35)	3.25 .361 (24)		3.19 .355 (31)	2.50 .278 (8)
Nonparticipants (Voc. Ed.)	4.00 .444 (19)	3.67 .407 (6)	3.85 .427 (26)	2.29 .254 (14)		3.29 .366 (24)	3.30 .367 (10)
Total: Inmates	3.52 .391 (33)	3.58 .398 (38)	3.59 .399 (61)	2.89 .322 (38)	3.23 .359 (39)	3.24 .360 (55)	2.94 .327 (18)

TABLE D.9 (Continued)

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE[A] GROUP MEANS

SCALE #7: ORDER AND ORGANIZATION (10)[E]

Group	Institution						
	1	2	3	4	5[F]	6	8
Rehabilitative	6.23[B] .623[C] (13)[D]	5.04 .504 (28)	6.80 .680 (20)	7.85 .785 (13)		5.35 .535 (20)	5.50 .550 (10)
Correctional	2.50 .250 (4)	5.42 .542 (19)	6.00 .600 (20)	6.91 .691 (22)		4.50 .450 (12)	6.11 .611 (9)
Total: Staff	5.35 .535 (17)	5.19 .519 (47)	6.40 .640 (40)	7.26 .726 (35)	6.81 .681 (11)	5.03 .503 (32)	5.79 .579 (19)
Participants (Voc. Ed.)	3.43 .343 (14)	3.25 .325 (32)	3.66 .366 (35)	5.38 .538 (24)		4.81 .481 (31)	2.75 .275 (8)
Nonparticipants (Voc. Ed.)	4.47 .447 (19)	4.67 .467 (6)	4.00 .400 (26)	3.50 .350 (14)		4.75 .475 (24)	5.00 .500 (10)
Total: Inmates	4.03 .403 (33)	3.47 .347 (38)	3.80 .380 (61)	4.68 .468 (38)	4.18 .418 (39)	4.78 .478 (55)	4.00 .400 (18)

TABLE D.9 (Continued)

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE[A] GROUP MEANS

SCALE #8: CLARITY (10)[E]

Group	Institution						
	1	2	3	4	5[F]	6	8
Rehabilitative	5.85[B] .585[C] (13)[D]	5.57 .557 (28)	7.05 .705 (20)	7.54 .754 (13)		6.10 .610 (20)	4.80 .480 (10)
Correctional	4.75 .475 (4)	5.74 .574 (19)	6.00 .600 (20)	6.14 .614 (22)		4.83 .483 (12)	6.78 .678 (9)
Total: Staff	5.59 .559 (17)	5.64 .564 (47)	6.53 .653 (40)	6.66 .666 (35)	7.00 .700 (11)	5.63 .563 (32)	5.74 .574 (19)
Participants (Voc. Ed.)	4.00 .400 (14)	3.56 .356 (32)	3.66 .366 (35)	4.33 .433 (24)		4.23 .423 (31)	2.63 .263 (8)
Nonparticipants (Voc. Ed.)	3.74 .374 (19)	4.17 .417 (6)	3.39 .339 (26)	3.14 .314 (14)		4.67 .467 (24)	4.30 .430 (10)
Total: Inmates	3.85 .385 (33)	3.66 .366 (38)	3.54 .354 (61)	3.89 .389 (38)	4.54 .454 (39)	4.42 .442 (55)	3.56 .356 (18)

TABLE D.9 (Continued)

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE[A] GROUP MEANS

SCALE #9: STAFF CONTROL (9)[E]

Group	Institution						
	1	2	3	4	5[F]	6	8
Rehabilitative	5.38[B] .598[C] (13)[D]	5.57 .619 (28)	5.75 .639 (20)	5.38 .598 (13)		3.95 .439 (20)	5.30 .589 (10)
Correctional	4.25 .472 (4)	5.79 .643 (19)	6.30 .700 (20)	5.59 .621 (22)		5.75 .639 (12)	4.56 .506 (9)
Total: Staff	5.12 .569 (17)	5.66 .629 (47)	6.03 .669 (40)	5.51 .613 (35)	5.64 .626 (11)	4.63 .514 (32)	4.95 .550 (19)
Participants (Voc. Ed.)	6.57 .730 (14)	6.94 .771 (32)	6.97 .775 (35)	6.79 .755 (24)		5.65 .627 (31)	7.50 .833 (8)
Nonparticipants (Voc. Ed.)	7.16 .795 (19)	5.67 .630 (6)	6.85 .761 (26)	6.57 .730 (14)		5.21 .579 (24)	6.70 .744 (10)
Total: Inmates	6.91 .768 (33)	6.74 .749 (38)	6.92 .769 (61)	6.71 .746 (38)	6.82 .758 (39)	5.45 .606 (55)	7.06 .784 (18)

[A] The criterion for including a case in the analysis was 90 percent completion of the items in the total score, i.e., this criterion was not applied to the individual subscales.

[B] Arithmetic mean

[C] Adjusted mean = subscale score divded by the number of times in the scale.

[D] Number of Observations

[E] Maximum Scale Score or number of items in scale.

[F] Questionnaires from institution #5 could only be classified into staff and inmate groups.

TABLE D.10

COMMUNITY TENURE SCALE: ANALYSIS
OF VARIANCE BETWEEN GROUPS IN A GIVEN INSTITUTION

Institution	Source	df	MS	F	p
1	Groups	3	4.539	2.73	0.054
	Error	48	1.660		
2	Groups	3	3.791	1.85	0.145
	Error	83	2.054		
3	Groups	3	5.047	2.44	0.069
	Error	101	2.073		
4	Groups	3	3.085	1.61	0.195
	Error	70	1.916		
6	Groups	3	3.919	1.50	0.219
	Error	85	2.606		
8	Groups	3	2.741	1.96	0.139
	Error	33	1.397		
5[A]	Groups	1	0.271	0.12	0.731
	Error	45	2.265		

[A]Questionnaires from Institution #5 could only be classified as staff or inmate respondents.

TABLE D.11

COMMUNITY TENURE SCALE: ANALYSIS
OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN GROUP

Group	Source	df	MS	F	p
Rehabilitative	Institutions	5	7.074	4.20	0.002*
	Error	102	1.685		
Correctional	Institutions	5	6.158	2.71	0.026*
	Error	84	2.274		
Participants	Institutions	5	2.661	1.29	0.270
	Error	142	2.056		
Nonparticipants	Institutions	5	7.685	3.426	0.007*
	Error	92	2.243		
Staff	Institutions	6	6.004	3.36	0.004*
	Error	202	1.787		
Residents	Institutions	6	7.461	3.42	0.003*
	Error	275	2.180		

* $p < .05$

TABLE D.12

COMMUNITY TENURE SCALE[A]: MEAN SCORES

Institution	Staff			Residents		
	Rehab.	Correc.	Total Staff	Partic.	Nonpartic.	Total Residents
1	7.28[B] (14)	6.25 (4)	7.05 (18)	6.20 (15)	7.26 (19)	6.79 (34)
2	7.10 (29)	7.63 (19)	7.31 (48)	6.67 (33)	7.00 (6)	6.72 (39)
3	7.09 (22)	6.18 (22)	6.80 (44)	6.09 (35)	6.31 (26)	6.18 (61)
4	5.62 (13)	6.61 (23)	6.25 (36)	6.13 (24)	5.93 (14)	6.05 (38)
5[C]			6.82 (11)			6.64 (36)
6	6.10 (20)	6.62 (13)	6.30 (33)	5.82 (33)	5.48 (23)	5.68 (56)
8	6.80 (10)	7.67 (9)	7.21 (19)	6.50 (8)	6.50 (10)	6.50 (18)

[A]Community Tenure Scale Scores = A criterion of 75 percent complete item responses, i.e., 9 out of 12, was employed for inclusion of the score into the ANOVA's.

[B]The number of cases on which the mean is based is in parentheses.

[C]Questionnaires from institution #5 could only be classified as staff or inmate respondents.

TABLE D.13

INSTITUTIONAL CLIMATE SCALE: ANALYSIS OF VARIANCE
BETWEEN RESPONDENT GROUPS IN A GIVEN INSTITUTION

Institution	Source	df	MS	F	p
	Groups	3	6.983	1.57	0.212
	Error	42	4.461		
1	Scales	2	393.268	102.00	0.000*
	Interaction	6	4.044	1.05	0.400
	Error	84	3.856		
	Groups	3	7.938	1.47	0.230
	Error	80	5.410		
2	Scales	2	1095.048	288.27	0.000*
	Interaction	6	17.462	4.60	0.000*
	Error	160	3.799		
	Groups	3	14.183	3.30	0.024*
	Error	82	4.299		
3	Scales	2	859.267	222.30	0.000*
	Interaction	6	31.814	8.23	0.000*
	Error	164	3.865		
	Groups	3	7.948	2.10	0.110
	Error	59	3.782		
4	Scales	2	709.434	199.16	0.000*
	Interaction	6	28.466	7.99	0.000*
	Error	118	3.562		
	Groups	3	20.577	5.52	0.002*
	Error	2	3.730		
6	Scales	72	785.842	260.48	0.000*
	Interaction	6	23.424	7.76	0.000*
	Error	144	3.017		
	Groups	3	27.792	4.17	0.013*
	Error	2	6.673		
8	Scales	32	469.750	181.54	0.000*
	Interaction	6	15.148	5.85	0.000*
	Error	64	2.588		
	Groups	1	16.492	3.813	0.058
	Error	39	4.325		
5[A]	Scales	2	397.081	111.501	0.000*
	Interaction	2	44.697	12.551	0.000*
	Error	78	3.561		

[A] Questionnaires returned from institution #5 could only be classified as staff or inmate respondents.

* $p < .05$

TABLE D.14

INSTITUTIONAL CLIMATE SCALE: ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN RESPONDENT GROUP

Group	Source	df	MS	F	p
Staff - Rehabilitative	Institutions	5	13.705	2.88	0.018*
	Error	99	4.765		
	Scales	2	1881.800	620.31	0.000*
	Interaction	10	4.707	1.55	0.124
	Error	198	3.034		
Staff - Correctional	Institutions	5	6.327	1.40	0.234
	Error	98	4.508		
	Scales	2	1224.180	348.20	0.000*
	Interaction	10	7.502	2.10	0.028*
	Error	136	3.573		
Inmates - Voc. Ed. Participants	Institutions	5	12.982	3.37	0.007*
	Error	127	3.854		
	Scales	2	1026.634	256.94	0.000*
	Interaction	10	1.583	0.40	0.948
	Error	254	3.996		
Inmates - Voc. Ed. Non-participants	Institutions	5	5.025	1.18	0.329
	Error	73	4.268		
	Scales	2	435.228	134.31	0.000*
	Interaction	10	6.175	1.91	0.049*
	Error	146	3.241		
Staff	Institutions	6	12.164	2.38	0.031*
	Error	182	5.102		
	Scales	2	3358.012	1010.41	0.000*
	Interaction	12	4.409	1.33	0.201
	Error	364	3.323		
Residents	Institutions	6	8.629	2.02	0.064
	Error	236	4.272		
	Scales	2	1654.704	435.18	0.000*
	Interaction	12	2.379	0.63	0.821
	Error	472	3.802		

* $p < .05$

TABLE D.15

INSTITUTIONAL CLIMATE SCALE (ADJUSTED MEANS)[A]: ANALYSIS OF VARIANCE BETWEEN INSTITUTIONS IN A GIVEN GROUP

Group	Source	df	MS	F	p
Rehabilitative	Institutions	5	.244	4.71	0.001*
	Error	99	.052		
	Scales	2	1.663	54.45	0.000*
	Interaction	10	.078	2.57	0.006*
	Error	198	.031		
Correctional	Institutions	5	.076	1.61	0.168
	Error	68	.047		
	Scales	2	1.149	31.89	0.000*
	Interaction	10	.066	1.84	0.059
	Error	136	.036		
Participants	Institutions	5	.152	4.22	0.001*
	Error	127	.036		
	Scales	2	.324	9.02	0.000*
	Interaction	10	.020	0.56	0.845
	Error	254	.036		
Nonparticipants	Institutions	5	.100	2.00	0.088
	Error	73	.050		
	Scales	2	.384	11.43	0.000*
	Interaction	10	.069	2.05	0.032*
	Error	146	.034		
Staff	Institutions	6	.160	3.12	0.006*
	Error	182	.051		
	Scales	2	2.900	81.89	0.000*
	Interaction	12	.030	0.86	0.590
	Error	364	.035		
Residents	Institutions	6	.141	2.85	0.011*
	Error	236	.050		
	Scales	2	.812	22.70	0.000*
	Interaction	12	.034	0.95	0.50
	Error	472	.036		

[A]Original score ÷ Number of items in the scale.

* $p < .05$

TABLE D.16

INSTITUTIONAL CLIMATE SCALE (ADJUSTED MEANS)[A]: ANALYSIS OF VARIANCE BETWEEN GROUPS IN A GIVEN INSTITUTION

Institution	Source	df	MS	F	p
1	Groups	3	0.067	1.48	0.233
	Error	42	0.045		
	Scales	2	0.188	5.38	0.006*
	Interaction	6	0.041	1.18	0.324
	Error	84	0.035		
2	Groups	3	.173	2.97	0.037*
	Error	80	.058		
	Scales	2	.403	10.52	0.000*
	Interaction	6	.208	5.43	0.000*
	Error	160	.038		
3	Groups	3	.115	2.79	0.046*
	Error	82	.041		
	Scales	2	.110	3.25	0.041*
	Interaction	6	.261	7.71	0.000*
	Error	164	.034		
4	Groups	3	.252	6.65	0.001*
	Error	59	.038		
	Scales	2	.226	6.38	0.002*
	Interaction	6	.306	8.65	0.000*
	Error	118	.035		
6	Groups	3	.362	8.71	0.000*
	Error	72	.042		
	Scales	2	.094	1.26	0.286
	Interaction	6	.276	8.84	0.000*
	Error	144	.031		
8	Groups	3	.210	4.87	0.007*
	Error	32	.043		
	Scales	2	.024	0.91	0.408
	Interaction	6	.141	5.31	0.000*
	Error	64	.027		
5[B]	Groups	1	.018	0.35	0.558
	Error	39	.050		
	Scales	2	.019	0.51	0.603
	Interaction	2	.305	8.09	0.001*
	Error	78	.038		

[A]Original Score ÷ Number of items in the scale

[B]Questionnaires from institution #5 could only be classified as staff or resident respondents.

* $p < .05$

TABLE D.17

INSTITUTIONAL CLIMATE SCALE[A] GROUP MEANS
SCALE #1: PUNITIVE (HIGH SCORE) - SUPPORTIVE (7)[F]

Group	Institution						
	1	2	3	4	5[E]	6	8
Rehabilitative	3.83[B] .548[C] (12)[D]	3.07 .438 (29)	3.87 .553 (23)	2.13 .305 (15)		3.88 .555 (17)	4.67 .667 (9)
Correctional	3.00 .429 (4)	2.69 .384 (16)	2.86 .408 (14)	3.25 .464 (20)		2.73 .390 (11)	2.78 .397 (9)
Total: Staff	3.63 .518 (16)	2.93 .419 (45)	3.49 .521 (37)	2.77 .396 (35)	3.70 .529 (10)	3.43 .490 .28)	3.72 .532 (18)
Participants (Voc. Ed.)	4.50 .643 (14)	4.48 .641 (33)	4.67 .667 (27)	4.95 .707 (20)		5.00 .714 (31)	6.38 .911 (8)
Nonparticipants (Voc. Ed.)	3.69 .527 (16)	3.83 .548 (6)	5.00 .714 (22)	5.00 .714 (8)		5.53 .790 (17)	4.20 .671 (10)
Total: Inmates	4.07 .581 (30)	4.38 .604 (39)	4.82 .688 (49)	4.96 .709 (28)	4.97 .710 (31)	5.19 .741 (48)	5.44 .778 (18)

TABLE D.17 (Continued)

INSTITUTIONAL CLIMATE SCALE[A] GROUP MEANS
SCALE #2: PESSIMISM (HIGH SCORE) - OPTIMISM (7)[F]

Group	Institution						
	1	2	3	4	5[E]	6	8
Rehabilitative	5.33[B] .762[C] (12)[D]	4.90 .699 (29)	5.30 .758 (23)	3.60 .514 (15)		5.71 .815 (17)	4.89 .698 (9)
Correctional	5.00 .714 (4)	3.38 .482 (16)	4.14 .592 (14)	4.75 .679 (20)		3.09 .442 (11)	4.67 .667 (9)
Total: Staff	5.25 .750 (16)	4.36 .622 (45)	4.86 .710 (37)	4.26 .608 .35)	4.90 .700 (10)	4.68 .668 (28)	4.77 .683 (18)
Participants (Voc. Ed.)	4.71 .673 (14)	4.64 .662 (33)	4.63 .661 (27)	5.25 .750 (20)		4.58 .654 (31)	5.63 .804 (8)
Nonparticipants (Voc. Ed.)	4.31 .616 (16)	3.67 5.24 (6)	4.59 .656 (22)	4.13 .589 (8)		5.29 .756 (17)	4.10 .657 (10)
Total: Inmates	4.50 .643 (30)	4.49 .626 (39)	4.61 .659 (49)	4.93 .704 (28)	4.58 .654 (31)	4.83 .690 (48)	5.06 .722 (18)

TABLE D.17 (Continued)

INSTITUTIONAL CLIMATE SCALE[A] GROUP MEANS
SCALE #3: QUALITY OF REHABILITATIVE PROGRAM (16)[F]

Group	Institution						
	1	2	3	4	5[E]	6	8
Rehabilitative	10.50[B] .656[C] (12)[D]	11.14 .696 (29)	11.61 .726 (23)	11.60 .725 (15)		11.94 .746 (17)	12.00 .750 (9)
Correctional	7.75 .484 (4)	10.50 .656 (16)	11.14 .696 (14)	9.95 .622 (20)		10.45 .653 (11)	12.22 .764 (9)
Total: Staff	9.81 .613 (16)	10.91 .682 (45)	11.43 .733 (37)	10.66 .666 (35)	12.70 .794 (10)	11.36 .710 (28)	12.11 .757 (18)
Participants (Voc. Ed.)	8.93 .558 (14)	9.33 .583 (33)	9.48 .593 (27)	9.50 .594 (20)		9.34 .621 (31)	11.50 .719 (8)
Nonparticipants (Voc. Ed.)	9.25 .578 (16)	10.00 .625 (6)	8.00 .500 (22)	7.75 .484 (8)		8.88 .555 (17)	8.10 .569 (10)
Total: Inmates	9.10 .569 (30)	9.44 .572 (39)	8.82 .551 (49)	9.00 .563 (28)	9.19 .575 (31)	9.56 .598 (38)	10.17 .635 (18)

[A] The criterion for including a case in the analysis was 90 percent completion of the items in the total scale, i.e., this criterion was not applied to the individual subscales.

[B] Arithmetic mean

[C] Adjusted mean = subscale score divided by the number of items in the scale.

[D] Number of observations

[E] Questionnaires from institution #5 could only be classified into staff and inmate groups.

[F] Maximum scale score or number of items in scale.

TABLE D.18

PARTICIPANT DATA: INTERVIEWED VS. NOT-INTERVIEWED

Variable		Interviewed	Not-Interviewed	Overall
Age (1978 - year of birth)		24.61[A] (64)[B]	24.57 (51)	24.59 (115)
Race	White	34[C]	21	55
	Black	27	27	54
	Hispanic	3	4	7
	Other	0	0	0
	Unknown	0	0	0
Height (inches)		69.34 (62)	69.31 (51)	69.33 (113)
Weight (pounds)		161.66 (62)	156.29 (51)	159.24 (113)
Years in School Prior to Commitment		9.95 (58)	9.02 (50)	9.52 (108)
Occupation	Never emp.	11	9	20
	Seasonal	1	1	2
	Unskilled	11	13	24
	Semi-skilled	27	17	44
	Skilled	2	5	7
	White collar	3	2	5
	Unknown	9	5	14
Handicaps	None	37	34	71
	Physical	13	7	20
	Language	0	0	0
	Unknown	14	11	25
Marital Status	Single	51	39	90
	Married	9	8	17
	Separated	1	3	4
	Divorced	3	2	5
	Unknown	0	0	0
Number of Children		0.52 (52)	0.31 (39)	0.43 (91)

TABLE D.18 (Continued)

Variable		Interviewed	Not-Interviewed	Overall
Present Offense	Against property	39	35	74
	Against people	9	8	17
	Drug	8	4	12
	Prop./Person	5	3	8
	Other	3	1	4
	Unknown	0	1	1
Length of Sentence (Maximum Number of Years) *2 Reported life sentences, scored as 98.		6.02 (64)	10.44 (52)*	8.00 (116)
IQ		102.95 (39)	99.25 (44)	100.99 (83)
IQ Test	Slossan	1	0	1
	Beta	20	24	44
	Cattell	1	1	2
	Neb. Alpha	0	1	1
	Stan. Adv. W	0	2	2
	WAIS	4	3	7
	WISC	1	0	1
	Unknown	36	21	57
Reading Achievement		8.30 (52)	7.95 (43)	8.14 (95)
Reading Achievement Test	WRAT	9	14	23
	GED	0	3	3
	SRA	1	0	1
	MAT	6	2	8
	ABE	7	2	9
	CAT	13	11	24
	SAT	13	10	23
	Unknown	15	10	25
Math Achievement		7.01 (52)	6.89 (42)	6.96 (94)

TABLE D.18 (Continued)

Variable		Interviewed	Not-Interviewed	Overall
Math Achievement Test	WRAT	9	14	23
	GED	0	3	3
	SRA	1	0	1
	MAT	6	2	8
	ABE	7	2	9
	CAT	13	11	24
	SAT	13	10	23
	Unknown	15	10	25
Initial Security Classification	Minimum	6	10	16
	Medium	38	17	55
	Maximum	9	16	25
	Unknown	11	9	20
Present Security Classification*	Minimum	34	33	67
	Medium	20	6	26
	Maximum	0	3	3
	Unknown	10	10	20
No. Misconduct Reports		2.73 (60)	3.14 (50)	2.92 (110)
No. Disciplinary Hearings		1.42 (52)	1.96 (47)	1.68 (99)
No. Prior Arrests		3.15 (52)	4.07 (41)	3.56 (93)
No. Academic Courses		0.92 (63)	0.98 (45)	0.94 (108)
Number of Voc. Educational Classes		1.23 (62)	1.42 (50)	1.31 (112)
Number of Weeks in Class		30.41 (51)	33.63 (30)	31.60 (81)
Instructor Ratings 5 = High ; 1 = Low				
Behavior in Class		4.18 (51)	3.79 (36)	4.02 (87)
Cooperation in Class		4.22 (51)	3.86 (36)	4.07 (87)
Work Habits		3.77 (51)	3.53 (36)	3.67 (87)
Skill in Trade		3.67 (51)	3.55 (36)	3.62 (87)
Would Hire Student		4.06 (50)	3.73 (36)	3.92 (86)

*At time of data collection

TABLE D.18 (Continued)

Variable		Interviewed	Not-Interviewed	Overall
Number of Weeks Held Job Prior to Commitment		39.37 (35)	55.03 (29)	46.47 (64)
Number of Months Since Release		8.25 (64)	10.51 (39)	9.11 (103)
Hours of Instruction		451.97 (50)	622.21 (35)	557.61 (85)
Ohio State Achievement Test (Percentile)		18.38 (21)	16.18 (22)	17.26 (43)
Ohio State Achievement Test	Auto Body Mech.	0	1	1
	Automotive Mech.	3	7	10
	Carpentry	8	6	14
	Sheet Metal	0	0	0
	Drafting	1	0	1
	Communication	2	0	2
	Prod. Electronics			
	Industrial Electronics	0	0	0
	Construction Electronics	2	1	3
	Heating, Air Conditioning & Refrigeration	0	1	1
	Machine Trade	0	3	3
	Lithographic Printing	1	0	1
	Welding	4	3	7

[A] Mean

[B] Number of observations on which the mean is based

[C] Frequencies

TABLE D.19

NUMBER OF COMPLETED INTERVIEWS AND INCOMPLETED INTERVIEWS BY INSTITUTION

Institution	Completed	Incompleted	Total
1	8	15	23
2	15	15	30
3	14	3	17
4	3	0	3
5	13	11	24
6	4	6	10
8	7	2	9
Total	64	52	116

Note: X^2 (complete vs. incomplete) = 14.48
and
X^2 (df = 6; α = .05) = 12.59

Therefore there is a significant difference in the proportion of completed interviews from each institution.

TABLE D.20

PARTICIPANT DATA: INTERVIEWED-ONLY
(LIVING ARRANGEMENTS, FAMILY, LEISURE)

Variable	Statistic
Number of residences since release	1.69[A] (64)[B]
Plan to stay at current residence	
No	64[C]
Uncertain	13
Yes	38
Type of building (residence)	
Single family home	24
Apartment house	24
Rooming House	2
Hotel, YMCA	1
Trailer	2
Other	8
Paying rent	
No	37
Yes	23
Paying board	
No	16
Yes	25
Payments are a problem	
No	37
Yes	11
Presently living with	
No one	6
Parents (both)	18
Mother only	10
Father only	1
Brother/Sister	2
Wife/Husband	7
Female friend	7
Male friend	2
Other	8

Variable	Statistic
Getting along with people living with	
Not at all	3
OK	31
Very well	21
Frequency of arguments	
Never	21
Occasionally	32
Very often	2
Frequency of activities with people living with	
None	4
Less than 1/mo.	34
Greater than 1/mo.	14
Frequency of time away from home with people living with	
Never	21
Less than 1/mo.	27
Greater than 1/mo.	3
Visit with parents	
No	7
Yes	32
Both are dead	4
Number of months last saw Mother (Father)	
0	23 (14)
1	2 (5)
2	1 (0)
3	1 (1)
4	0 (0)
5	0 (1)
6	0 (1)
7	2 (1)
8 = 8 or more	3 (4)

TABLE D.20 (Continued)

Variable	Statistic
Keep in touch with other family members	
No	7
Yes	52
Number of children	
0	37
1	16
2	4
3	2
4	1
Number of boys (girls)	
0	12 (7)
1	10(12)
2	1 (3)
3	0 (1)
Children live with	
Respondent only	4
Mother only	6
Both parents	6
Grandparents	0
Other	1
Number of months since last saw children	
0	17
5	1
Number of hobbies	
0	18
1	24
2	12
3	4
Number of nights per week with friends	3.18 (57)

Variable	Statistic
Hobbies: first (second) response	
None	11 (0)
Work on cars	7 (2)
Collect coins	0 (2)
Collect guns	0 (1)
Sketch,painting	5 (3)
Tinkering w/electronics(e.g.,TV, radio, appliances)	2 (0)
Sports: weightlifting, baseball, football	27 (3)
Music--play instrument	4 (4)
Games: cards, chess, etc., pool	5 (2)
Hiking	0 (1)
Hand Crafts: knitting, crochet, macrame	1 (1)
Frequency of attending church/religious activities	
Every day	1
More than 1/wk.	1
Once a week	6
Once a month	10
Less than 1/mo.	8
Don't attend	37
Group memberships	
No	51
Yes	11

TABLE D.20 (Continued)

(PRISON TRAINING)

Variable	Statistic
Job training same as indicated on fact sheet	
No	2
Yes	62
Job assignment	
No	4
Yes	60
Training experience with job assignment	
No	11
Yes	49
Number of weeks of training	
Longest Voc.Ed.class	33.35(57)
Second Voc.Ed.Class	14.74(19)
Job assignment	34.11(36)
Number of hours/day	
Longest Voc.Ed.class	4.91(58)
Second Voc.Ed.class	4.10(21)
Job assignment	5.62(37)
Relationship with instructor[D]	
Longest Voc.Ed.class	4.62(61)
Second Voc.Ed.class	4.13(23)
Job assignment	4.38(42)
Encouragement from instructor[D]	
Longest Voc.Ed.class	4.43(61)
Second Voc.Ed.class	4.30(23)
Job assignment	4.38(42)
Instructor explanation[D]	
Longest Voc.Ed.class	4.51(59)
Second Voc.Ed.class	4.13(23)
Job assignment	4.48(42)
Instructor interest in teaching[E]	
Longest Voc.Ed.class	2.88(60)
Second Voc.Ed.class	2.39(23)
Job assignment	2.67(42)

Variable	Yes	No
Usefulness in finding job		
Longest Voc.Ed.class	1	39
Second Voc.Ed.class	0	16
Job assignment	0	32
Useful in any other way		
Longest Voc.Ed.class	35	21
Second Voc.Ed.class	12	8
Job assignment	20	17

Variable	Statistic
Overall satisfaction with training[D]	
Longest Voc.Ed.class	4.08(60)
Second Voc.Ed.class	4.00(23)
Job assignment	4.15(41)
Other education courses	
None	23
Academic	34
Voc. Ed.	5
Academic Courses[F]	
Math	10
English	9
Social Studies	7
GED	39
Science	7
Reading	5
College courses	5
ABE	6
Education courses useful	
No	14
Yes	26
Received diploma, certificate, letter	
No	10
Yes	53
Diploma, etc. useful	
No	32
Yes	6

TABLE D.20 (Continued)

(CURRENT JOB STATUS)

Variable	Statistic
Activity last week[G]	
Working-full/part time	34
Employed-not working	2
Looking for work	20
Keeping house	5
Going to school	10
Unable to work	1
Incarcerated	6
Other	2
More than one job	
No	41
Yes	6
Number of weeks been presently looking for job	15.58(19)
Means used in looking for work[G]	
Leads from friends/ relatives	11
Leads from parole agent	6
Check "cold"	9
State unemployment serv.	12
Private employment serv.	7
Previous employers	4
Union	0
Newspaper ads	15
Other	3
Average number of contacts per week with possible employers	6.17(18)
Number of hours per week spent looking for job	13.12(17)
Number of miles traveled looking for work	15.93(14)
Employer knew of prison	
No	4
Yes	18

Variable	Statistic
Looking for work related to Voc. Ed.	
No	4
Yes	16
Main Job Only	
Number of hours worked last week	33.26(39)
Usually work more than 35 hrs./week	
No	8
Yes	11
Reason worked less than 35 hrs. last week:	
Slack work	4
Material shortage	1
Plant repair	0
Started new job	0
Job terminated during week	0
Only part-time	3
Labor dispute	0
Didn't want full time work	0
Full-time under 35 hrs	1
Attend school	2
Holiday	0
Bad weather	3
Own illness	0
On vacation	0
Personal business	0
Other	0
Reason didn't work any hrs. last week:	
Own illness	1
On vacation	0
Bad weather	2
Labor dispute	0
New job	0
Temporary layoff	1
Indefinite layoff	0
School interfered	0
Other	3

TABLE D.20 (Continued)

(CURRENT JOB STATUS)

Variable	Statistic
Wages/Salary for time off last week	
No	9
Yes	3
Usually work more than 35 hrs./week	
No	6
Yes	27
Number of weeks on job	20.92(36)
Job source	
Friend/relative	17
Applied "cold"	1
Newspaper Ad	2
Parole officer	3
State unemployment	5
Private unemployment	1
Former employer	2
Other	6
Type of employment	
Private company	29
Government	7
Family business	1
Self-employed	0
Job relatedness[H] to:	
Voc.Ed.class (longest)	1.76(37)
Voc.Ed.class (second)	1.78 (9)
Job assignment	1.67(33)
Similarity between job and Voc. Ed. job skills[D]	1.92(36)
Quality of job training[D]	2.54(37)
Starting salary $ per hour	3.41(33)
Current salary $ per hour	3.86(34)
Incentives,commissions,tips	
No	31
Yes	5

Variable	Statistic
Hours per week usually work	37.72(36)
Extra pay for overtime	
No	9
Yes	22
No, other time off	1
Never work overtime	4
Overtime pay for hrs.per day	7.43 (7)
Overtime pay for hrs.per wk.	39.69(16)
Rate of pay for overtime	
Regular time	5
Time and a half	18
Double time	1
Other	1
Frequency of overtime	
Everyday	2
Several times a week	3
Once a week	3
Once every 2-3 weeks	1
Once a month or less	12
Never	0
Amount of work preferred	
More hrs./more pay	26
Fewer hrs./less pay	0
Same hrs./same pay	9
Number of hours per day preferred	10.33 (6)
Pay rate set by union	
No	27
Yes	8
Member of a union	
No	10
Yes	3
Like job	
Dislike very much	0
Dislike	1
Neutral	10
Like	11
Like very much	13

TABLE D.20 (Continued)

(CURRENT JOB STATUS)

Variable	Statistic
Want to stay at this job	
No	7
Uncertain	14
Yes	15
Knowledge of prison by:	
Employer	
No	3
Yes	34
Co-workers	
No	8
Yes	29
Record caused problems on the job	
No	33
Yes	3
Permission to contact supervisor at work	
No	9
Yes	28
Income from sources other than job	
No	30
Yes	12
Source of money to live on	
Parents	3
Friend	1
Odd jobs	4
Spouse/girlfriend	3
Unemployment Comp.	1
Welfare	5
CETA/State loans	5
Relative	4

Variable	Statistic
Presently supporting	
Wife	8
Children	14
Mother	0
Father	0
Siblings	0
Other	1
Number of children supporting	1.43 (14)
Number of siblings supporting	.25 (4)

TABLE D.20 (Continued)

(PERIOD FROM RELEASE TO INTERVIEW)

Variable	Statistic
Number of jobs since release	1.60 (60)
Previous jobs in the same city as current jobs	
No	6
Yes	26
Number of two wk. unemployment periods since release	1.15 (53)
Percentage of the time employed	58.03 (60)
Average weekly salary	125.53 (55)

Variable	First Job	Second Job	Third Job
Type of business			
Private company	32	12	4
Government	0	2	1
Family business	0	0	0
Self-Employed	0	0	0
Other	0	0	0
Similarity between job and Voc. Ed. (5 = identical to 1 = very different)	1.70 (33)	2.39 (13)	2.00 (5)
Job training preparation (5 = excellent to 1 = none)	2.12 (33)	2.46 (13)	2.40 (5)
Source of job information			
Friend/relative	16	5	2
Applied "cold"	4	2	3
Newspaper ad	5	2	0
Parole officer	2	0	0
State employment office	0	0	0
Private employment agency	1	1	0
Former employer	1	0	0
Other	5	1	0

TABLE D.20 (Continued)

(PERIOD FROM RELEASE TO INTERVIEW)

Variable	First Job	Second Job	Third Job
Hours per week: Usually	41.20	37.83	41.60
	(30)	(12)	(5)
Starting pay per hour	2.73	3.21	2.72
	(28)	(11)	(5)
Pay per hour at termination	2.84	3.34	3.08
	(28)	(11)	(5)
Job satisfaction	3.65	3.62	3.60
(5 = liked to 1 = disliked)	(34)	(13)	(5)
Employer knowledge of prison			
No	7	5	0
Yes	26	9	5
Co-worker knowledge of prison			
No	15	5	1
Yes	17	8	3
Record caused problems			
No	29	9	4
Yes	2	1	1
Reason for leaving			
Arrested/detained	0	0	1
Laid off	13	4	0
Fired	2	2	1
Quit:			
Disliked job	8	5	2
Personal reasons	0	1	0
Another job offer	10	2	0
Other	1	0	1

TABLE D.20 (Continued)

(JOB TRAINING AFTER PRISON)

Variable	Statistic
Possibility for job training after prison	
No	43
Yes	19
Participation in training	
No	8
Yes	11
Paid training allowance	
No	5
Yes	6
Percentage of program completed	
Less than 25%	0
26 to 50%	1
51 to 75%	0
76 to 99%	0
100%	2
Still attending	7
Training helped get a job	
No	3
Yes	1

TABLE D.20 (Continued)

(LIFE SATISFACTION)

Item	Ratings[K] 1	2	3	4	5	6	7	8	9	10	11	12	Mean*
1. Life as whole	14	17	11	1	12	1	1	1	0	1	0	0	2.86
2. Living quarters	12	17	14	0	8	4	3	0	1	0	1	0	3.08
3. Neighborhood	6	16	15	4	5	3	3	2	5	0	1	0	3.80
4. Services	3	12	19	5	5	1	2	2	4	1	6	0	3.79
5. Safety	11	27	11	1	0	2	0	2	3	2	1	0	2.75
6. Way spare time is spent	13	16	16	8	2	1	1	1	2	0	0	0	2.90
7. Activities/time with friend	12	23	15	3	4	2	0	0	0	1	0	0	2.49
8. Religious faith	10	12	7	5	8	2	0	0	1	10	5	0	3.02
9. Job	10	9	5	8	3	4	2	2	0	1	14	2	3.35
10. Co-workers	8	14	12	1	4	1	1	0	1	1	6	9	2.81
11. Work on job	10	15	8	4	2	2	1	2	1	0	4	9	2.93
12. Pay/fringe benefits	6	7	6	9	2	4	3	4	3	1	4	9	4.27
13. Physical surroundings at work	4	8	13	6	4	1	0	1	2	3	7	9	3.46
14. Boss	10	12	12	1	1	3	1	1	2	1	4	10	3.02
15. Yourself	20	17	12	2	4	2	1	1	0	1	0	0	2.56
16. Own health	23	26	8	2	0	0	0	0	2	0	0	0	2.05
17. Get along with others	20	20	17	1	1	0	0	0	1	1	0	0	2.15
18. Wife/Husband	11	2	4	0	1	0	0	0	1	1	34	6	2.16
19. Your children	13	2	4	0	1	0	0	0	1	0	32	6	2.05
20. Your income	6	4	9	7	5	7	4	4	9	0	5	1	5.04
21. Cost of basic necessities	7	12	10	8	7	3	2	3	4	1	1	2	3.93
22. Usefulness of job training	6	12	10	8	9	3	3	4	3	1	2	0	4.05
23. Amount of education	8	12	15	4	3	6	4	4	4	1	0	0	4.00

*Ratings of 10, 11, 12 are not included in the calculation of the means.

TABLE D.20 (Continued)

Variable	Statistic
Highest grade in school attained	10.72 (57)
Permission to contact parole officer	
No	7
Yes	54

TABLE D.20 (Continued)

(LAW ENCOUNTERS)

Variable	Statistic
Any conditions on probation	
No	26
Yes	34
Refused to answer	1
Picked up for parole violation	
No	52
Yes	8
Hearing for violation	
No	1
Awaiting	6
Yes	1
Outcome of hearing	
Charges dropped	3
New conditions	0
Returned to prison	2
Received traffic tickets	
No	43
Yes	16
Picked up, questioned, searched since prison	
No	45
Yes	15
Number of times picked up, questioned, searched since prison	1.27 (15)

Variable	Statistic
Arrested since prison	
No	51
Yes	9
Number of arrests	1.00 (9)
Charges went to trial	
No/dropped	3
Awaiting	4
Yes	2
Result of trial	
Not guilty	2
Found guilty	0
Pled guilty to less serious crime	2
Locked up since prison	
No	48
Yes	12
Length of lock up	
Overnight	5
2-3 days	0
1-2 weeks	1
5 weeks	1
10 weeks	1
24 weeks	2
52 weeks	1
Less score[J]	5.03 (60)

TABLE D.20 (Continued)

(INTERVIEWER REPORT)

Variable	Statistic
Location of interview	
Respondent's residence	40
Other	23
Type of residence	
Single family home	17
Apartment house	19
Rooming house	0
Hotel, YMCA	1
Trailer	1
Other	6
General condition of residence	
Good	1
Average	5
Fair	8
Poor	4
Very poor	22
Location of residence	
Downtown	3
Inner city, poverty area	8
Residential area	17
Suburban area	10
Rural area	3
Incidence of crime for residence area	
High crime area	20
Uncertain	12
Not in high crime area	9

Variable	Statistic
General attitude of respondent	
Cooperative	56
Reserved	6
Guarded	1
Sullen	0
Difficulty in understanding respondent	
Considerable	0
Some	5
No difficulty	58
Family members present during interview	
No	45
Yes	15
Family members attempted to answer	
Often	0
A few times	7
Never	8
Respondent living beyond reported income	
Clear indications	0
Some indications	0
No indications	58
Inclined to hire respondent	
Definitely would	25
Probably would	22
Undecided	11
Probably would not	4
Definitely would not	1

TABLE D.20 (Continued)

(ENVIRONMENTAL DEPRIVATION SCALE)*

Item	Interviewer		Blind-Rater	
	Support	Deprivation	Support	Deprivation
Employment	32	27	35	27
Income	37	22	36	26
Debts	44	15	47	16
Job Participation	31	27	26	37
Job Status	40	18	34	28
Hobbies	43	16	50	13
Education	36	21	41	17
Residence	43	15	38	7
Church	15	43	19	44
Other Organizations	11	47	12	51
Friends	48	11	54	9
Relatives	50	8	45	15
Parents	42	16	47	16
Wife/Spouse	27	26	26	37
Children	18	38	14	48
Fear	46	12	50	10
Total Score 0 = support 1 = deprivation	6.14 (59)		6.25 (64)	
Revised Score 1 = support 2 = uncertain 3 = deprivation	28.17 (58)		28.93 (58)	

*The Environmental Deprivation Scale is a two-point, forced choice scale. The respondent's report of environmental action is judged to be either one of deprivation (scored 1) or support (scored 0).

TABLE D.20 (Continued)

(PAROLE OFFICER QUESTIONNAIRE)

Variable	Statistic
Number of months assigned to parolee	7.81 (36)
Present status of parolee	
In community:	
No parole violations/ new charges	32
With parole violations/ new charges	4
Incarcerated:	
Awaiting hearing on parole violations	0
Awaiting trial on new charges	0
Returned for violation of parole	0
Found guilty of new crime	0
Other	1
Number of people parolee is living with	1.63 (35)
Relationship to person living with	
Wife/Husband	1
Parents	13
Friends	0
Relatives	7
Parents & wife	1
Wife & children	4
Girl/boy friend	3
Parents & siblings	3
Don't know	0
Parolee's residence	
Low crime area	24
High crime area	10
Number of jobs since release	1.53 (36)
Percentage of time employed	54.83 (35)
Number of jobs held - used job training	.30 (30)

Variable	Statistic
Present employment status	
Unemployed	9
Employed	26
Incarcerated	0
Education or training program since prison	
None	18
Job Training	9
H.S. equivalency	2
College	4
Other	4
Completed program	
No	2
Still attending	14
Yes	2
Encounter with law since prison	
Picked up, had hearing	0
Charges dropped	0
New conditions imposed	0
Returned to prison	0
Locked up	1
Received traffic tickets	
No	33
Yes	3
New crimes	
Picked up, questioned, and/or searched regarding:	
Misdemeanor	0
Felony	2
Arrested and charged - Misdemeanor	
Charges dropped	3
Awaiting trial	2
Found not guilty	0
Pled guilty to lesser crime	0
Found guilty	0

TABLE D.20 (Continued)

(PAROLE OFFICER QUESTIONNAIRE)

Variable	Statistic
Arrested and charged - Felony	
Charges dropped	0
Awaiting trial	1
Found not guilty	0
Pled guilty to lesser crime	0
Found guilty	0
Law enforcement severity Scale Score[J]	3.84 (37)

TABLE D.20 (Continued)

(SUPERVISOR QUESTIONNAIRE)[D]

Variable	Statistic
Job skills	
Technical knowledge	3.90 (10)
Understanding job related math	3.56 (9)
Communication skills: Oral/Written	3.25 (12)
Job know how	4.31 (13)
Proper use of tolls	3.67 (12)
Correct selection/care of materials	3.73 (11)
Quality of work-ability to meet standards	4.31 (13)
Quality of work-output of satisfactory work	4.08 (13)
Total - Job Skills	27.69 (13)

Variable	Statistic
Personal Qualities	
Cooperativeness	4.23 (13)
Self control	3.77 (13)
Reaction to advice/ criticism	3.54 (13)
Industry - application to work assigned	4.00 (13)
Dependability	4.23 (13)
Safety habits	3.40 (10)
Attendance	4.39 (13)
Punctuality	4.46 (13)
Total - Personal Qualities	30.85 (13)
Summation	
Overall performance	4.00 (13)
Overall preparation	3.92 (12)

[A] Mean

[B] Number of observations

[C] Frequency

[D] 5 = high; 1 = low

[E] 3 = really interested; 2 = putting in time; 1 = don't know

[F] Number of academic courses taken is greater than 64 since each respondent indicated up to three courses.

[G] The sum is greater than 64 since each subject could indicate more than one activity

[H] 1 = unrelated; 2 = related; 3 = identical

[J] A high LESS score indicates more severe encounters with the law (maximum score = 38)

[K] 1 = delighted to 9 = terrible; 10 = never thought about it; 11 = doesn't apply; 12 = no response.

TABLE D.21

EVALUATION OF TRAINING PROGRAMS (ETP):
RELIABILITY AND SCALE INTERCORRELATIONS

	Curriculum	Instruction	Facil/Equip	Expected Skill
Curriculum	.775[A]	.747	.431	.461
Instruction		.831[A]	.757	.405
Facil/Equip			.885[A]	.268
Expected Skill				.000[B]

Total ETP (Curriculum + Instruction + Facil/Equip Items) Reliability = .921

[A]Reliability coefficients on the diagonal represent internal consistencies (Cronbach's coefficient Alpha).

[B]Expected skill level is a one item scale, therefore the sum of the item variances equals the variance on the overall scale. Thus, coefficient Alpha is by necessity equal to zero.

ETP--MAJOR CONSULTANT ONLY

	Curriculum	Instruction	Facil/Equip
Curriculum	.782[A]	.703	.360
Instruction		.813[A]	.729
Facil/Equip			.880[A]

Total ETP Reliability = .912

TABLE D.22

INSTITUTIONAL CLIMATE SCALE: RELIABILITY

	Respondents		
	Staff	Residents	Staff & Residents
Number of Respondents	189	243	432
Internal Consistency Total Test	.676	.568	.590
Subscale[A]			
1	.544	.496	.569
2	.463	.331	.359
3	.657	.627	.662

Intercorrelation of Subscales	Staff			Residents			Staff & Residents		
		1	2		1	2		1	2
	2	.286		2	.218		2	.236	
	3	-.024	.337	3	-.086	.124	3	-.192	.201

[A]Subscales have been labeled:

1 = Non-Punitiveness
2 = Optimism
3 = Program Quality

TABLE D.23

INTERCORRELATION OF CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE (CIES) SUBSCALES WITH INSTITUTIONAL CLIMATE QUESTIONNAIRE (IC) SUBSCALES

	CIES											IC		
	Community Tenure Scale	Involvement	Support	Expressiveness	Autonomy	Practical Orientation	Personal Problem Orientation	Order and Organization	Clarity	Staff Control	Total--CIES	Supportiveness	Optimism	Quality of Education
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
2	.0121													
3	.0652	.6824												
4	-.0060	.3931	.3999							Staff				
5	.0169	.4870	.4766	.5400						Response				
6	-.0665	.5191	.6699	.4224	.5242									
7	.0994	.3753	.4450	.3423	.3905	.4213								
8	-.1628	.4740	.6011	.1553	.2802	.5658	.2872							
9	-.1618	.3978	.4873	.2594	.3964	.5955	.3483	.6557						
10	.1631	-.1333	-.0817	-.2682	-.2773	-.0260	-.0618	.1813	.0367					
11	-.0162	.7485	.8328	.5629	.6722	.8213	.5987	.7412	.7242	.0274				
12	-.0047	.0631	-.0625	-.0318	-.0239	-.0502	-.1582	.0107	-.0410	-.0933	-.0578			
13	.0217	.3712	.2684	.1852	.1552	.2948	.0278	.2292	.2022	-.0595	.3020	.2924		
14	-.0284	.3438	.4146	.2152	.2746	.4436	.1933	.3908	.3812	-.0722	.4589	-.0060	.3691	
15	-.0121	.3908	.3474	.1980	.2285	.3813	.0731	.3463	.3091	-.1071	.3910	.5083	.7387	.7900
2	-.1722													
3	.1126	.6038												
4	.0503	.3008	.4223							Resident				
5	-.1305	.5174	.5642	.3815						Response				
6	-.0200	.3721	.5665	.1865	.4403									
7	.2148	.3091	.4899	.3762	.4169	.3122								
8	-.2343	.6008	.5398	.2271	.4556	.4364	.3210							
9	-.2370	.5288	.6276	.3182	.4355	.4911	.2587	.6561						
10	.2683	-.3141	-.2552	-.3164	-.3174	-.1199	-.1261	-.2434	-.3250					
11	-.0552	.7497	.8471	.5062	.7164	.6968	.5863	.7639	.7549	-.2258				
12	-.0514	-.1079	-.1858	-.0901	-.2436	-.1679	-.2555	-.1392	-.0628	.0651	-.2142			
13	-.0480	-.0122	.0521	-.1438	.0402	.1046	.0057	.1338	.1615	.0446	.0777	.2090		
14	-.0420	.3590	.3625	.1787	.3170	.4276	.1723	.4277	.4283	-.1210	.4833	-.0933	.1118	
15	-.0734	.2200	.2132	.0398	.1483	.2909	.0198	.3151	.3602	-.0457	.3022	.4539	.5666	.7615

Note: Subscale 15 = IC - Total

TABLE D.24

INTERCORRELATION OF INSTITUTIONAL INDICES: CLIMATE, QUALITY OF VOC. ED. PROGRAMS, SIZE OF VOC. ED. PROGRAM, AND EXPECTED POST-RELEASE SUCCESS OF RESIDENTS[I]

	Climate Indices				Quality Indices			Size Indices		Expected Success Indices	
	CIES[A]		IC[B]		ETP[C]		Independent			CTS[D]	
	S[E] 1	R[F] 2	S 3	R 4	Total 5	Expected Skill 6	Rater 7	8[G]	9[H]	S 10	R 11
2	.071										
3	.357	.107									
4	-.286	-.143	.214								
5	-.143	-.321	.357	.464							
6	-.607	.464	-.071	-.071	.321						
7	.714	-.036	.714	-.357	.286	-.179					
8	-.071	-.750	-.036	.250	.071	-.429	-.107				
9	-.429	-.250	-.464	.607	-.214	-.321	-.821	.286			
10	-.571	-.071	.179	-.179	-.179	.321	-.107	.214	-.071		
11	-.143	0.000	.036	-.607	-.464	.143	.107	.286	-.357	.786	

[A] Correctional Institutions Environment Scale

[B] Institutional Climate Questionnaire

[C] Evaluation of Training Programs Scale

[D] Community Tenure Score

[E] Staff Respondents

[F] Resident Respondents

[G] Total inmate population divided by the number of vocational educational courses offered.

[H] Total inmate population divided by the number of vocational education instructors.

[I] Based on rankings of the institutions according to each variable, therefore n = 7.

TABLE D.25

QUALITY OF EDUCATION INDICES: INTERCORRELATION

Institution	Quality of Education Indice[A]							
	ETP	(Rank)	ES	(Rank)	Obs. (Rank)	IC-Scale 3	(Rank)	Total (Rank)
1	72.14	4	3.14	6	3	9.46	1	4.5
2	64.89	1	3.11	5	7	10.18	4	2.5
3	74.57	5	2.71	3	1	10.13	3	4.5
4	70.75	3	2.25	1	6	9.83	2	1
5	66.17	2	2.50	2	2	10.95	6	2.5
6	74.75	6	4.00	7	5	10.46	5	6.5
8	87.00	7	3.00	4	4	11.14	7	6.5

[A]ETP = Evaluation of Training Programs
ES = Expected Skill Level of Instructor in Voc. Ed. Class
Obs. = Observation of Independent Judge
IC-Scale 3 = Attitudes toward Quality of Education

Total = Rank of [ETP (Rank) + ES (Rank) + IC-Scale 3 (Rank)]

Note: Obs. was omitted from total because the independent judge observed only 6 of the 7 institutions.

INTERCORRELATION OF QUALITY OF ED.[B]

	ETP	ES	Obs.	IC-Scale 3
ES	.321			
Obs.	-.286	.179		
IC-Scale 3	.286	.000	-.036	
Total	.808	.702	-.291	.424

[B]Number of observations on which the correlations are based equals 7.

TABLE D.26

LEVEL OF PROFICIENCY INDICES*: INTERCORRELATION

	IR	TS
TS	.370 (37)[B]	
HINS	.300 (85)	.795 (40)

*TS = Test Score on Ohio State Trade Achievement Test
IR = Instructor Rating
HINS = Hours of Instruction in Voc. Ed.

[B]Number of observations on which the coefficient is based.

INMATE CHARACTERISTICS*: INTERCORRELATION

	Age	ED	LSEN	WKSLJ	EDS
ED	.167 (107)[B]				
LSEN	.331 (115)	.039 (108)			
WKSLJ	.304 (64)	.102 (60)	-.048 (64)		
EDS	-.269 (58)	-.073 (53)	-.068 (58)	-.262 (32)	
LESS	-.158 (60)	.232 (54)	.062 (60)	.316 (33)	.442 (56)

*Age = 1978 - Year of Birth
ED = Years of School Completed Prior to Commitment
LSEN = Maximum Length of Sentence
WKSLJ = Number of Weeks Held Last Job Prior to Commitment
EDS = Environmental Deprivation Scale
LESS = Law Enforcement Security Scale

[B]Number of observations on which the coefficient is based.

TABLE D.27

POST-RELEASE SUCCESS INDICES*: INTERCORRELATION

	JR	JNJ	PTE	AWS
JNJ	-.195 (37)[B]			
PTE	.065 (35)	.149 (52)		
AWS	-.072 (34)	.384 (50)	.467 (48)	
LS	.152 (36)	-.037 (58)	-.049 (48)	-.256 (45)

*JR = Job Relatedness to Voc. Ed. or Job Assignment
JNJ = Job-No Job Classification
PTE = Percentage of Time Employed since Release
AWS = Average Weekly Salary for Working Weeks since Release
LS = Life Satisfaction Scale Score

[B]Number of observations on which the coefficient is based.

[C]Coefficient could not be computed, covalance equals 0.0 or there are too few cases.

TABLE D.28

INTERNAL CONSISTENCY ESTIMATE OF THE
INSTRUCTOR EVALUATION FORM

Number of Respondents = 103

Mean = 12.068

Variance = 44.937

Coefficient Alpha = 0.848

Standard Error of Estimate = 2.618

Estimated Average Inter-Item Correlation = 0.526

TABLE D.29

LIFE SATISFACTION SCALE
FACTOR ANALYSIS

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
1	.36452	.00914	.10486	-.04055	.82212	.14908	.06204
2	.06180	.37973	.20639	.01571	.70526	.12383	-.09218
3	.02354	.87453	.14718	.07441	.06641	.01008	.08575
4	-.19395	.53947	-.03793	-.04808	.49383	.10278	-.48011
5	.07176	.86628	-.11086	-.03205	.02397	.13363	.01247
6	.54328	.21854	.34674	-.04084	.39495	-.18376	.18127
7	.21609	.08309	.75979	.18513	-.05971	.17907	.02645
8	-.21575	-.10602	.62895	-.12316	.30428	.19893	-.02300
9	.54232	.11049	.08976	.00729	.28017	.56011	-.05276
10	.81687	-.02170	-.04409	.05987	.20981	.11794	-.00454
11	.59840	.07908	.10794	.06233	.22723	.52102	.16104
12	.41468	-.11206	.22713	-.13667	.07185	.70659	-.10628
13	.83007	-.03780	.10943	-.01163	.00965	.11208	.05743
14	.83283	.03149	-.04747	.13682	.08272	.10547	-.07190
15	.22543	-.08171	.02017	.08830	.80742	.20833	.16868
16	.30049	-.13858	.33993	.62833	.05517	.19683	.12461
17	.07242	.06780	.05870	.63009	.11661	-.27615	.08285
18	.07432	.09096	-.46455	.53670	-.07201	.09919	-.29158
19	-.09571	.00142	-.06856	.79284	-.08531	.14158	-.14953
20	.41069	.12985	.29546	-.09955	.22545	.53281	-.07421
21	.26443	.21166	.52618	.02155	.27885	-.01101	-.45874
22	-.07385	.28389	.00178	.29716	.18466	.65222	.08671
23	.04784	.12192	.02226	-.07626	.16262	.01051	.84812
Percentage of Variance:							
Explained	37.9	15.6	12.8	9.7	8.7	7.8	7.5
Total	27.0	11.1	9.1	6.9	6.2	5.6	5.3

TABLE D.30

SUPERVISOR QUESTIONNAIRE: INTERNAL CONSISTENCY

	Subscale				
	Job Skills 1	Personal Qualities 2	Overall Performance 3	Overall Preparation 4	Total Scale
Number of Respondents	12	12	12	12	12
Mean	22.58	23.68	3.08	2.92	52.25
Variance	28.58	28.72	0.74	1.24	140.35
Coefficient Alpha	.92	.86	U	U	.95
Standard Error of Estimate	1.55	2.03	U	U	2.74
Estimated Average Inter-Item Correlation	0.58	0.43	U	U	0.50

U: Undefined, scale contains only one item.

INTER-SCALE CORRELATIONS

	1	2	3
2	.926		
3	.948	.854	
4	.442	.428	.527

TABLE D.31

INTERCORRELATION OF JOB RELATEDNESS INDICES:
RATER (PROJECT STAFF) VS. RESPONDENT

		Respondent's Ratings	
		Current Job and Voc. Ed.	Second Job and Voc. Ed.
Project Staff	Current Job and Voc. Ed. 1	.384 (32)	-.500 (3)
	Second Job and Voc. Ed. 1	C	C
	Current Job and Voc. Ed. 2	-.335 (7)	C
	Second Job and Voc. Ed. 2	-1.000 (2)	-1.000 (2)
	Current Job and Job Assign.	.351 (28)	-.500 (3)
	Second Job and Job Assign.	C	C

C: Correlation coefficient cannot be calculated, the covariance equals 0.0.

TABLE D.32

INTERNAL CONSISTENCY ESTIMATE OF
ENVIRONMENTAL DEPRIVATION SCALE

Environmental Deprivation Scale		
	Interviewer's Rating	Independent Staff Rating[A]
Number of Respondents	64	64
Mean	12.859	13.297
Variance	42.152	24.427
Coefficient Alpha	0.767	0.541
Standard Error of Measurement	3.131	3.348
Estimated Average Inter-Item Correlation	0.171	0.069
Inter-Rater Correlation	0.724	

[A]Based on information from follow-up interviewer only. Responses were scored: 1 = Support
2 = Uncertain
3 = Deprivation

TABLE D.33

INTERCORRELATION OF SELECTED ITEMS FROM THE INSTRUCTOR EVALUATION FORM, FOLLOW-UP INTERVIEW QUESTIONNAIRE

Correlation of Instructor's and Interviewer's Rating of Projected Hiring of Inmate Participant (Would you hire this inmate?)	= .174 n = 49
Correlation of Resident Type (Interviewer Rating in Two Separate Sections of Interview)	= .896 n = 41

TABLE D.34

INTERCORRELATION OF INSTRUCTOR EVALUATION FORM
ITEMS WITH SUPERVISOR QUESTIONNAIRE ITEMS
(Range of n = 7 to 13)

		Instructor Evaluation Form					
		Behavior in Class	Cooperativeness	Work Habits	Skill in Trade	Would Hire Inmate	Total Score
Supervisor Questionnaire	Technical Knowledge	.436	.622	.522	.596	.415	-.053
	Understanding Job Related Math	.331	.477	-.334	.047	.364	-.293
	Communication Skill	.226	.268	-.086	.147	.209	-.068
	Job Know How	-.190	-.048	.099	.091	-.038	-.134
	Proper Use of Tools	.020	.154	-.059	-.052	.148	-.082
	Care of Materials	.300	.424	-.050	.086	.334	-.047
	Quality of Work Ability	.141	.186	.226	.209	.194	-.062
	Quality of Work Output	-.319	-.220	-.087	-.162	-.283	-.124
	Cooperativeness	-.252	-.225	-.202	-.187	-.241	-.194
	Self-Control	-.107	.072	-.093	0.000	.018	-.126
	Reaction to Advise/ Criticism	-.228	-.163	-.395	-.274	-.170	-.326
	Industry	0.000	.097	-.091	.085	.192	.025
	Dependability	.157	.184	.271	.251	.259	.009
	Safety Habits	-.032	.127	-.207	-.180	.086	-.551
	Attendance	-.025	-.077	0.000	0.000	0.050	-.150
	Punctuality	-.066	-.117	0.000	-.070	-.029	.163
	Overall Performance	.465	.582	.484	.537	.498	.018
	Preparation	-.096	.531	.384	.072	-.034	-.313
	Total Score	-.416	-.295	-.250	-.198	-.295	-.442

TABLE D.35

INTERCORRELATION OF SELECTED ITEMS FROM PAROLE OFFICER QUESTIONNAIRE WITH FOLLOW-UP INTERVIEW ITEMS

		Follow-up Interview			Parole Officer Questionnaire		
		1 No. Jobs since Release	2 Percentage of Time Employed	3 Law Enforcement Severity Scale	1 No. Jobs since Release	2 Percentage of Time Employed	3 Law Enforcement Severity Scale
Follow-up Interview	2	.295 (59)[A]					
	3	.295 (59)	.076 (59)				
Parole Officer Questionnaire	1	.837[b] (35)	.259 (36)	.075 (36)			
	2	.369 (34)	.615 (35)	-.179 (35)	.401 (35)		
	3	.074 (36)	-.018 (36)	.816 (37)	-.044 (36)	-.117 (35)	

[A] Numbers in parentheses are the number of subjects on which the correlation is based.

[b] Coefficients underlined represent the degree of response relatedness between interviewer and parole officer.

TABLE D.36

DISCRIMINANT ANALYSIS OF PREDICTORS OF THE RELATIONSHIP OF JOB HELD TO VOCATIONAL EDUCATION PROGRAM IN PRISON

Variable[1]	Standard Function Coefficient[2]
Age	-.360
Years of School Completed	-.859
Length of Sentence	.444
Hours of Instruction	-.757
Instructor Rating	.486
Quality of Education	.508
Community Tenure Score	1.002
Wilks' Lamda = .251	Chi-Square = .024 df = 14
Percent of "Grouped" Cases Correctly Classified = 84.00	

[1]No variable individually discriminated between the three groups (unrelated, somewhat related, identical).

[2]While two functions were derived only the chi-square for the first equation was significant thus only one function is needed to discriminate between the three groups.

TABLE D.37

DISCRIMINANT ANALYSIS OF PREDICTORS OF THE RELATIONSHIP OF JOB HELD TO JOB ASSIGNMENT IN PRISON

Variable[1]	Standard Function Coefficient[2]
Years of School Completed	-.162
Hours of Instruction	-.769
Community Tenure Score	.541
Environmental Deprivation Score	.895
Wilks' Lamda = .411	Chi-Square = .049 df = 8
Percent of "Grouped" Cases Correctly Classified = 72.73	

[1]No variable individually discriminated between the three groups (unrelated, somewhat related, identical).

[2]While two functions were derived only the chi-square for the first equation was significant, thus only one function is needed to discriminate between the three groups.

APPENDIX E

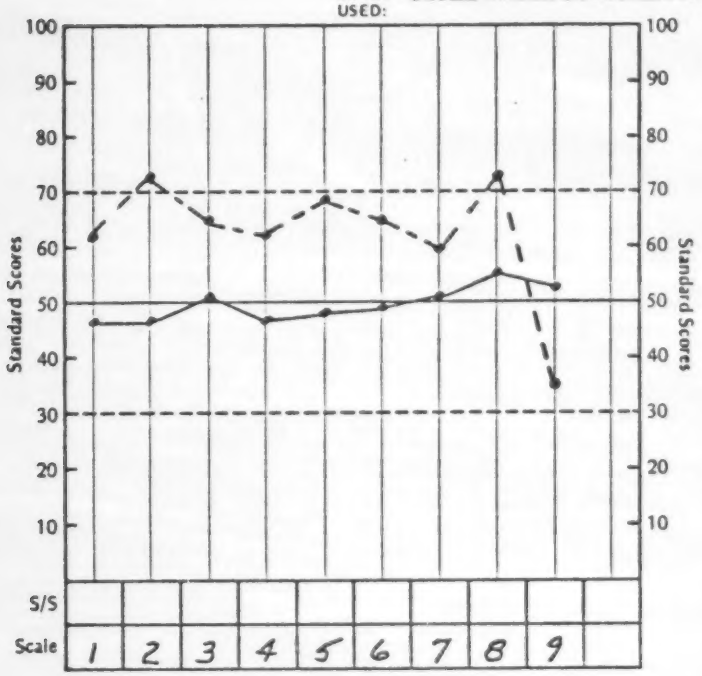
PROFILES OF INSTITUTIONS (CIES)

SOCIAL CLIMATE SCALE PROFILE OF *Institution 1*

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ CIES X MCEI__ WES__ FES__ GES__

CIRCLE FORM USED: (R) S E I

NORM GROUP *Residents*



– – – – Staff

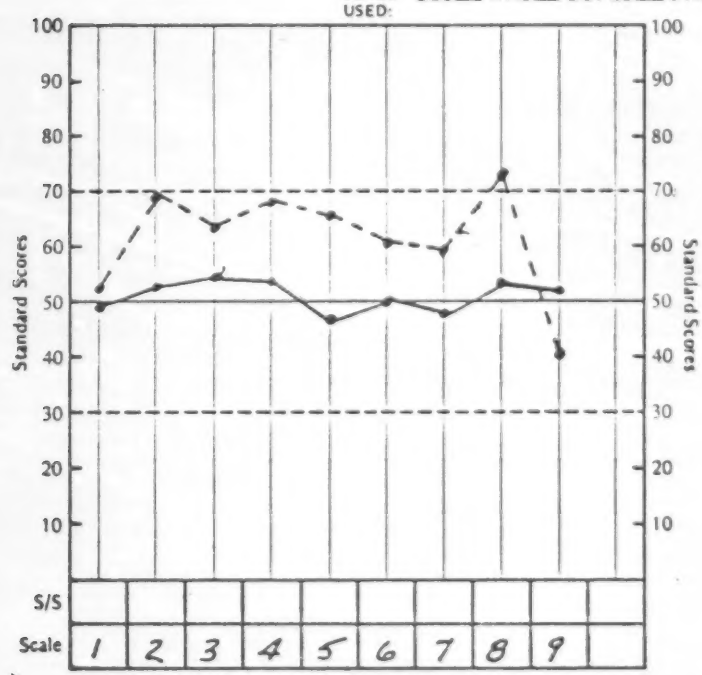
——— Residents

SOCIAL CLIMATE SCALE PROFILE OF *Institution 2*

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ CIES X MCEI__ WES__ FES__ GES__

CIRCLE FORM USED: (R) S E I

NORM GROUP *Residents*



– – – – Staff

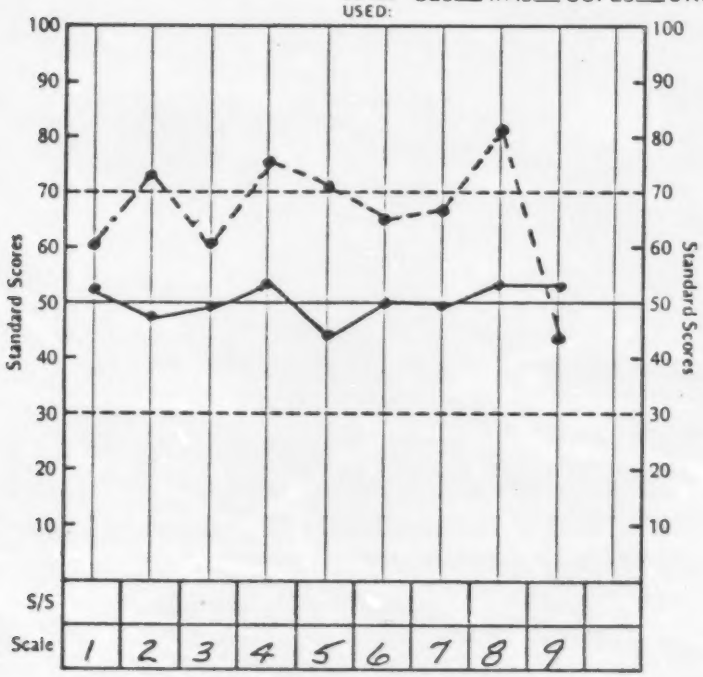
——— Residents

SOCIAL CLIMATE SCALE PROFILE OF *INSTITUTION 3*

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ CIES X MCEI__ WES__ FES__ GES__

CIRCLE FORM USED: (R) S E I

NORM GROUP *RESIDENTS*



– – – – STAFF

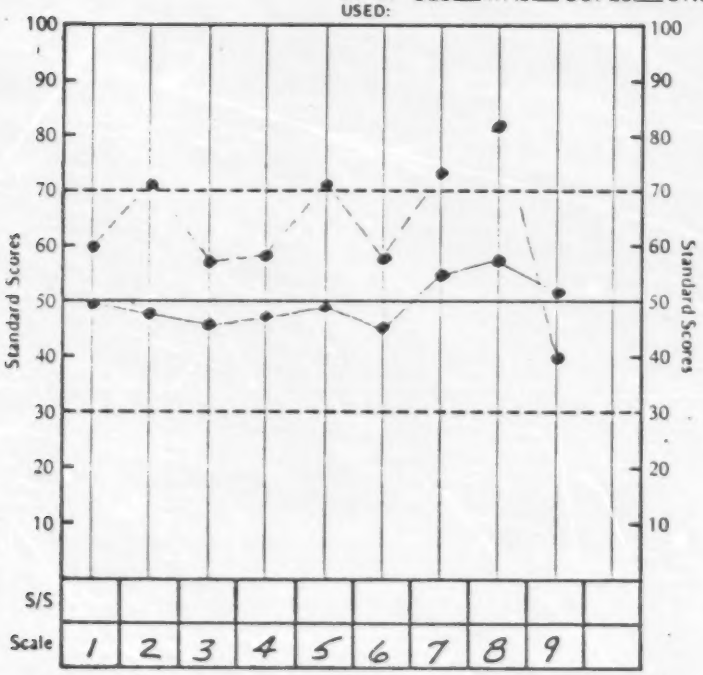
——— RESIDENTS

SOCIAL CLIMATE SCALE PROFILE OF *INSTITUTION 4*

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ CIES X MCEI__ WES__ FES__ GES__

CIRCLE FORM USED: (R) S E I

NORM GROUP *RESIDENTS*



– – – – STAFF

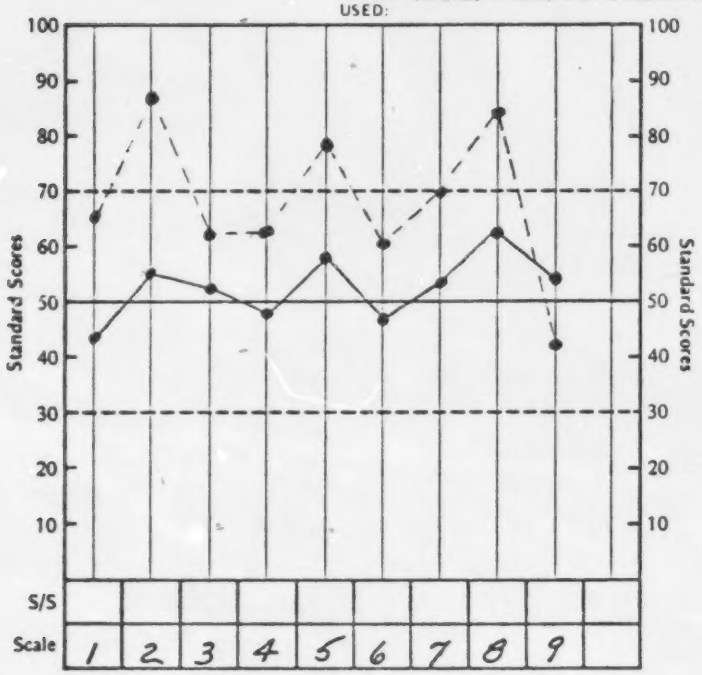
——— RESIDENTS

SOCIAL CLIMATE SCALE PROFILE OF *INSTITUTION 5*

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ CIES X MCEI__ WES__ FES__ GES__

CIRCLE FORM USED: (R) S E I

NORM GROUP *RESIDENTS*



– – – – STAFF

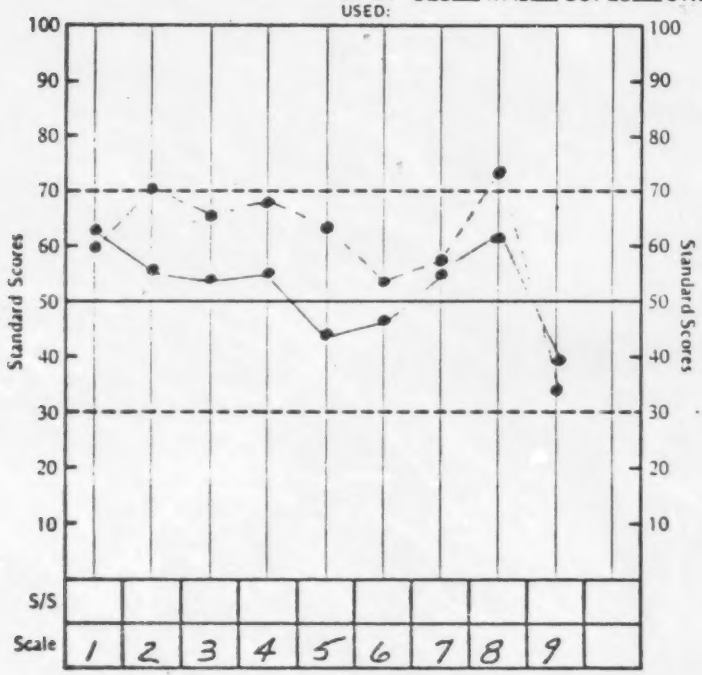
——— RESIDENTS

SOCIAL CLIMATE SCALE PROFILE OF *INSTITUTION 6*

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ CIES X MCEI__ WES__ FES__ GES__

CIRCLE FORM USED: (R) S E I

NORM GROUP *RESIDENTS*



– – – – STAFF

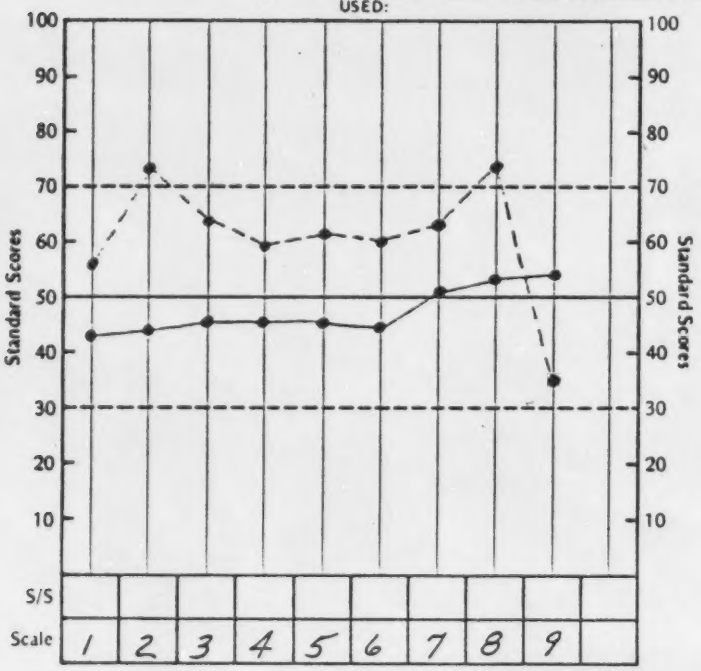
——— RESIDENTS

SOCIAL CLIMATE SCALE PROFILE OF *INSTITUTION B*

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ CIES X MCEI__ WES__ FES__ GES__

CIRCLE FORM USED: (R) S E I

NORM GROUP *RESIDENTS*



— · — · — Staff

——— Residents